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SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW YORK.

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THIS SURVEY OF UNIVERSITY-LEVEL ADULT CREDIT AND NON CREDIT COURSES COVERS OVER 30 COLLEGES AND UNIVERSITIES IN GREATER NEW YORK--LARGELY EVENING COLLEGES, COMMUNITY COLLEGES, AND COMMUNITY SERVICE PROGRAMS. AN HISTORICAL REVIEW PORTRAYS THE GROWTH OF LIBERAL ADULT EDUCATION SINCE THE FOUNDING OF COOPER UNION IN 1859. A SURVEY OF ADULT EDUCATORS SHOWED LARGELY NONPROFESSIONAL, PART-TIME INSTRUCTORS OF DIVERSE BACKGROUNDS AND A NEED FOR MORE INSERVICE TRAINING AND CLOSER COMMUNICATION WITH ADMINISTRATORS AND OTHER FACULTY. RECOMMENDATIONS INCLUDE--A CENTER FOR CONTINUING EDUCATION IN NEW YORK, COORDINATED SELF-STUDY BY ALL UNIVERSITY ADULT EDUCATION DIVISIONS, JOINT PLANNING TO DETERMINE FUTURE AREAS OF CONCERN, SEMINARS FOR COMMUNITY LEADERS, CONTINUING EDUCATION ON URBAN PROBLEMS, AND SPECIAL PROGRAMS TO UPGRADE THE EDUCATION AND SOCIAL AWARENESS OF DISADVANTAGED ADULTS. ALSO NOTED ARE 15 PROGRAMS PRIMARILY FOR WOMEN, 20 PROJECTS IN NEW YORK STATE UNDER TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965, AND SIX SPECIAL DEGREE PROGRAMS. (THE DOCUMENT INCLUDES NUMEROUS CHARTS AND TABLES AND 33 INSTITUTIONAL PROFILES.) (LY)

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SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW YORK

CAROLINE ELLWOOD

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New York University

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FOREWORD

Two years ago Mrs. Caroline Ellwood talked to Milton Stern (then Assistant Dean of our school and Director of Liberal Arts in Extension, now Director of the University Center for Adult Education in Detroit, Michigan) and me about her interest in surveying college and university adult or continuing education programs in the New York metropolitan area.

More familiar with the British educational system in which she was reared and in which she had extensive experience with adult education and university extension, although she had lectured in both our on-campus and off-campus programs, Mrs. Ellwood was struck--and puzzled--by great differences between continuing higher education in Great Britain and in the United States. She was polite enough not to say that she regarded most of these differences as aberrant vagaries of revolting colonials; indeed she was really concerned to determine what our peculiarities are and how they work if they do.

Dean Stern and I were convinced that it would be useful to the continuing higher education programs in the metropolitan New York area if this canny and experienced foreign eye could be cast over our structures and operation, our aspirations and our possible futures. We were delighted to discover the same conviction in Mr. G. C. Griffiths of the Fund for the Advancement of Education, the Ford Foundation, and subsequently to receive an enabling grant.

Let me second Mrs. Ellwood's appreciation for the interest, cooperation, and candor afforded her by almost all the deans and directors of continuing education and the central administrators with whom she talked in the course of her study. Let me also assure them and other readers of this report, that as I write this foreword, I am the only person, aside from Mrs. Ellwood and her assistants, Mrs. Lillian Katz and Mrs. Nearlene Bertin (both of whom know continuing higher education as teacher and administrator), who has read the text of the report and that I have not tampered with the text to make it say kinder and less accurate things about our school and others.

It is a pleasure to send a copy of this report to each, if memory serves us, of the persons who assisted Mrs. Ellwood in the collection of her facts and the formation of her opinions. It is my belief that we shall in greater New York find here some things to smart about and some things to plan about. In the expectation that the report will be of use to other persons involved in continuing education in other parts of the country, I also take pleasure in sending a copy to each of the deans, directors, or chancellors whose extension divisions or evening colleges belong to the National University Extension Association or the Association of University Evening Colleges.

Russell F. W. Smith
Dean, School of Continuing Education
and Extension Services
New York University

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I am deeply grateful to the Fund for the Advancement of Education for the opportunity to write this survey.

I would like to thank the many people involved in adult education in the New York area and further afield, who gave of their time to help make my work possible. I am particularly grateful to Russel Smith, Dean of the School of Continuing Education at New York University and Milton Stern, Director of the University Center for Adult Education, Wayne State University, The University of Michigan and Eastern Michigan University, for their initial encouragement and continual assistance. Mrs. Nearlene Bertin was responsible for much of the statistical work on the teacher's survey.

The hard work and enthusiasm of my assistant Mrs. Lillian Katz, who has worked with me from the beginning of the project, has been most appreciated.

Caroline Ellwood
July 31st 1967

INTRODUCTION

The prospect of studying anything in New York is simultaneously exciting and exhausting. The sheer size and diversity at once exhilarates and defeats - like the elusive Cheshire cat, even when it seems the animal is recognizable, it smiles and disappears. This survey is essentially a quick view of the scene, completed in 18 months in an attempt to catch an impression of the whole - an assessment of major developments and trends. Metropolitan New York is the Tri-State New York Metropolitan Region as defined by the Regional Plan Association of New York. An area stretching approximately 50 miles from Times Square with a population of 16,139,000 by the 1960 census.

In this survey, Adult Education means any program - credit or non-credit-designed for any group other than full time undergraduate or graduate student. More specifically, I am discussing adult education programs in the universities and colleges listed in Part II p. 1 . My basic index was work done in classes and I visited the recognized bodies within those institutions mainly responsible for organizing such adult education classes. Most of the information in this report is based on material from interviews: at the Evening College or Extension Division of a university or at a Community College the Dean in charge of adult programs was interviewed, in some cases there were also meetings with other members of the staff and where possible with the President of the institution.

This survey, therefore, covers only special parts of the institutions listed. Certainly there are other places in the university system where adult education (as I have defined it) occurs, but these have not been included except where they have special relevance. Nor have I included the graduate schools.

This limitation of coverage was not just a question of time; it was also the result of a background in English university adult education, which has a bias towards the structural approach. It seems to me that for too long adult education in New York has flourished on an absence of professionalism that breeds on the chaos it is constantly creating. This is not to say that nothing gets done; the City is seething with very important action, but it has no written history, no records, no long term plans or aims - nothing but the heady activity of the ad hoc solution.

This city could have the greatest professional force in adult education in the country - it has all the problems, but it also has tremendous resources and a huge corps of workers in the field. Far from being such a focal point, however, there is not even a thriving local adult education association.

Nobody wants identical institutions, loss of diversity of program or lack of adventure in experimentation; but what kind of professionalism is possible where the actual practitioners are not easily recognizable? How can statistics be compared when the dean of one institution finds a comparable program in another institution but in quite a different part of the university? Research and the compiling of comparative data become daily more difficult as institutions proliferate.

The confusion of trends in adult education has also led to confusion of terms. In Adult Education (Vol. V, No. 5) there is an article called "What is Adult Education: Nine Working Definitions," and the editor comments: "In view of the fact that all these contributors are asked to write to the same question, there is surprisingly little repetition in these essays." The Center for the Study of Liberal Education for Adults published a report in 1952 (1) on nine university evening colleges and made the point that there was no concept of the Evening College.

The changes which have occured since then have made the pattern even more complex. Dyer (2) has isolated five different evening college movements and 33 different names to describe their programs.

In a meeting organized by Rutgers University (3) on urban extension, considerable time was devoted to an attempt to define "urban extension" with this result: "It soon became apparent that it was impossible to devise any single definition that would be satisfactory to everyone."

The local scene reflects this same confusion. As one teacher said in reply to my survey addressed to teachers in university adult education: "I am not a teacher in an Adult Education program, I teach credit courses on a part-time basis in the university evening program but I believe that Adult Education is another matter."

Surely it is not impossible for a certain number of usable definitions to be agreed upon by working professionals? How can we expect people outside the field to understand us if we don't understand ourselves? Even a quick glance at Section II will show a wide variation of aim, of program and of provision. The whole field, in fact, is becoming so diversified and complex that even the old hand can become misled and the prospective student utterly lost. This trend is not of course confined to New York. But whereas in smaller areas, where there are fewer universities, the difficulties can be circumnavigated, New York presents probably the most chronic case of confusion in the country.

(1) Patterns of Liberal Education in Nine Evening Colleges C.S.L.E.A. p.10

(2) Ivory Towers in the Market Place. John Dyer, p.29

(3) Inter University Seminar on Urban Extension (University of Missouri Extension Division). p.1

The prospective consumer of adult education in New York City is hampered not only by his own difficulties in identifying just what sort of education he wants and needs but by the simultaneous problem of where to go to get it.

The confusion within university adult education; the emergence of the new potential of the Community College; the pressing urgency of New York's urban problems; the crisis of personnel and the lack of communication in the field- all these, plus the growing and exciting opportunities for adult education in the next half century, lead to recommendations discussed in the text that follows. They are presented in the hope that presidents of universities and colleges and deans of adult education divisions will give them serious consideration and press for action, and in the equal hope that they may make some impression on the faculty people capable of concern and involvement.

SUMMARY OF RECOMMENDATIONS

1. Center for Continuing Education in Metropolitan New York

As the metropolitan area grows in population from the present 16 million to an estimated 20 million by the end of the century, and as universities and colleges expand and proliferate, it is imperative that some central organization be founded in order to facilitate communication and co-operative effort in the field of continuing education (Chapter V).

It is therefore recommended that

The presidents of universities and colleges together with the deans of adult divisions, should take immediate steps to set up a Center for Continuing Education in Metropolitan New York to be in operation by January 1, 1969.

Purpose of the Center:

(a) To stimulate and co-ordinate adult education activities.

(b) To foster co-operation between the universities and colleges and also between all promoters of adult education in the region.

(c) To promote research, especially in the field of urban problems and adult education.

(d) To provide a research library.

(e) To be a clearing house for information and to publish an Annual Directory of Adult Education in the region for use by the professional in the field.

2. Coordinated Self-Study

As the universities have expanded their commitments to the adult student and to the local community, adult education is found not only in the traditional departments of "extension" and "general studies" but at any point where authority finds it appropriate. Through the need for more post professional education and the availability of government grants for special projects the old structure of the university is breaking down, but without the necessary administrative readjustments. (Chap. 11).

It is therefore recommended that

During the year 1968 every Adult Division in the universities and colleges of the New York area should make a complete self-study of its role and purpose both within the university or college and towards the community with which it identifies.

(a) It should define as closely as possible what it means by the terms it is using.

(b) It should identify all other parts of the university which are involved in any kind of adult education and recommend future communication links.

(c) These self-studies should be summarized and be available for circulation (could be through the above Center for Continuing Education in Metropolitan New York). Such a series of reports could provide a unique and invaluable picture of present and future plans in a major urban setting.

3. Planning for the Future

The problems of the New York Metropolitan area must be the concern of the universities, nevertheless action cannot be left to the whim of individual departments, depending on their degree of interest and financial position. It is imperative that community programs at all levels should be planned in active co-operation with other interested bodies. Adult education is one part of the massive effort that is needed - planning and co-operation are absolutely necessary.

It is therefore recommended that

The Regional Plan Association in concert with steering committees of presidents and heads of departments should be asked to draw up a recommendation of future spheres of interest and concern for the metropolitan universities and colleges. This plan would not be binding but would be a guide for future community programs.

(a) Arising from this plan, joint proposals could be put forward for Title I money and other government and foundation grants which could concentrate on one area of New York and involve several universities.

4. More Professionalism for A.E. Teachers

Efforts must be made to try and overcome the dichotomy between the full-time administrator and the part-time teaching faculty in adult education. Teaching must be improved. In this region the part-time adult education faculty is a potential force for influence in urban affairs which should be realized and exploited on behalf of the community (Chap.IV).

It is therefore recommended that

(a) Initial orientation should be provided for every new teacher in adult education.

(b) Regular faculty - administration meetings should be held to foster professional feelings amongst the teachers and knowledge of the overall philosophy of the department.

(c) Workshops, seminars, and refresher courses on methodology and course content should be held. They should be for individual disciplines and inter-university in character, thus bringing together adult teachers from the whole region to discuss mutual interests and problems.

(d) Effort should be made to involve all faculty as "urban agents" to foster interests in urban affairs.

CHAPTER I

THE FIRST YEARS

In 1794 James Kent became professor of law at a university which had recently cast off the odious title "King's College" and assumed the new name "Columbia." Whilst discussing his initial year of teaching, he reported that "seven students and thirty-six gentlemen, chiefly lawyers and law students who did not belong to the college" had attended his course of lectures throughout the academic year. This is the first evidence of university adult education in the city of New York. Columbia may have continued to allow visitors to its lectures during the next century, but it must be admitted that this modest beginning did not bear real fruit until the 1830's when a "Literary and Scientific Course" with an emphasis upon science and modern languages was open at Columbia, not only to regular students but also to "men in trade and industry." This is the real beginning in a city which was rapidly booming. With a population of 60,000 when Kent gave his lecture, the number was in 1840 approaching 600,000. Already identified with prosperity through trade, industry and mushroom growth, it was summed up by E. P. Beldon with the boast that whilst other American cities "were stimulated by religious or political intolerance, New York is founded in the hope of commercial gain. A comprehensive emporium in which representatives of all races from the world are gathered together, a gas lit nirvana of parks, shops, docks and aqueducts." (1)

New York was the port of entry for the thousands of immigrants that poured into America from the old world and many of them stayed close to where they had landed, providing plenty of scope for the growing social conscience which attempted to provide education for the citizen of New York.

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(1) quoted from The Intellectual Versus the City M. and L. White p. 33)

The universities were at this time only on the fringe of this activity. However, this was the period of "The Lyceum" which although a non-university movement, had influence on such popular courses as those at Columbia. Albert Gallatin summed up much of the idealism of the time when in 1830 he stated the objectives of New York University, then in the process of getting its Charter:

> "To elevate the standards of learning and ... to diffuse knowledge and render it more accessible to the community at large."

It is doubtful if Mr. Gallatin would have included all the students who now find N.Y.U.'s program "accessible" but certainly from the very beginning that university accepted the mission of extension and the idea that opportunities must be provided for those who could not attend as full time students. This was also the period of the Mechanics Institutes; the New York Mercantile Library opened in 1820, and the first Evening Elementary Schools opened in 1833. All these strands came together in 1859 when The Cooper Union was founded, a pioneer venture which had great influence on the development of adult education both in New York and the whole country. It was an experiment which worked.

"The Cooper Union for the Advancement of Science and Art" was founded by Peter Cooper, an industrialist and philanthropist whose educational vision was far in advance of his time. He created a free school for adults which was to be "equal to the best" which"should provide free courses of instruction in the application of Science and Art to the practical business of real life."
Peter Cooper was a contemporary of William Marcy Tweed, Cornelius Vanderbilt, Collis P. Huntington, Jim Fisk, Jay Gould, and Uncle Dan Drew, cynical, ruthless, powerful men who measured their success in millions of dollars. Men who saw money as the key to getting more money because money was what they wanted. Peter Cooper by invention, industry and shrewdness earned his way into this millionaire class, but alone amongst the wealthy of the period he insisted that his fortune brought with it grave responsibility.

"The production of wealth is not the work of any one man, and the acquisition of great fortunes is not possible without the cooperation of multitudes of men ... therefore the individuals to whose lot these fortunes fall ... should never lose sight of the fact that as they hold them by the will of society expressed in statute law, so they should administer them as trustees for the benefit of society as inculcated by moral law." Peter Cooper carried out this belief and as the profits rose from his glue industry and his iron works so, his philanthropy grew too.

The Cooper Union was inspired by a description of a polytechnical school in Paris where hundreds of young men from all parts of France lived on a bare crust of bread in order to study. "I then thought how glad I should have been to have found such an institution in the City of New York when I was myself an apprentice ... I determined to do what I could to secure to the youth of my native city and country the benefit of such an institution and throw its doors open at night so that the boys and girls of this city, who had no better opportunity than I had to enjoy means of information would be enabled to improve and better their condition, fitting them for all the various and useful purposes of life."

One of his contemporaries commented on the plan. "Cooper is very well meaning but very silly for a self-made millionaire." However in May 1859 the Cooper Union was opened, with a night school ready to instruct all comers in chemistry, physics, mathematics, music, and drawing - and unique for its time,a reading room with well stocked library open from eight in the morning until ten at night.

Thousands of students have benefitted from the Cooper Union; "it was incredible that there should be such a passion for learning amongs the toilers." (2)

The Cooper Union Forum gained most publicity. From the time when Abraham Lincoln made his "Cooper Union Speech" (Feb., 1860) and gained the Republican nomination for the presidency there has been a continuous procession of the famous to speak in the Great Hall.

(2) All quotations taken from Peter Cooper - The Honest Man, by Peter Lyon reprinted from American Heritage (Feb., 1959)

Cooper Union pioneered free education for the many, but it was outside the mainstream of educational activity. For the most part the universities of New York were still not involved in adult education, except as an odd experiment or through the personal interest of a few lecturers, however these beginnings did mean that there were people ready to receive and act on ideas which were being developed in England in the 1850's. By the 1890's 'Extension' was being tried at Rutgers, New York University and Columbia. Although the Oxford and Cambridge Extension Departments were the original models, the pattern in New York soon became as diverse as the colleges that practised it. The ever-growing population of New York was demanding more universities and the latter part of the 19th and the early years of this century saw provision to meet this need, particularly in technical subjects: Pratt Institute founded in 1889, Adelphi in 1896, Pace in 1906. All these had some form of evening studies in their early years and other established colleges were setting up evening divisions. The Polytechnic Institute of Brooklyn from its foundation recognised the importance of the new learning of the Industrial Age and stressed "those scientific branches which are ... of limited access but growing importance." Opportunities were created there for young men employed in industry to earn recognised degrees. New York Institute of Technology did the same, and all these evening divisions provided means by which part time students could build up credit towards a degree. New York was well aware that technological progress demanded more and more trained people to keep the wheels moving. As Samuel Smiles, that diligent believer in adult education said, "we must be satisfied to work with a purpose and wait the results with patience... the men who have most moved the world have not been so much men of genius, as men of intense mediocre abilities and untiring perseverance." (3) "Self Help" was a real possibility for the eager immigrants who sailed up the Hudson to New York. This was the era of the melting pot, when Ellis Island teemed with people:

(3) Samuel Smiles Self Help, p.96

"Here you stand good folk ... here you stand in your fifty groups with your fifty languages and histories and your fifty blood hatreds and rivalries ... into the crucible with you all: God is making the American." (4)

Few of these millions were heading directly for the universities but for those who could see the chance and save the fees there was a way up and the colleges and universities began a period of great expansion to meet the demand. In 1908 New York University formalized its extension commitment when "The Extension Division" was founded and charged with organizing and administering special programs for constituencies such as the extension centers in Newark, Paterson, White Plains, Mt. Vernon and Hempstead. This was the beginning of 60 years of service to greater New York.

The colleges and universities expanded and developed. New York needed educated professionals, and the universities geared themselves to provide them. All this was in a way philanthropic self-interest, limited because it was in a sense self-serving. Such degree-credit extension starts people on the road to degrees and leads them to the campus to complete their studies, and the degree schools concerned are enlarged and strengthened and gain new alumni. Very early it was realized that the part-time adult student could be a source of income.

In 1919 a different kind of experiment was started when the New School for Social Research was founded. The first announcement reflected the troubles of the period 1914-18. "The peoples of America as well as those of Europe now face a tide in the affairs of men such as will scarcely pass without a searching readjustment of the established order of things. In view of the difficult situation in which humanity finds itself, a group of men versed in the various branches of knowledge relating to mankind have drawn together for counsel, for the correlation of their investigations and the establishment of a center of instruction and discussion where serious minded and mature students may gather and carry on their studies in a spirit of scientific enquiry.

(4) Israel Zangwill, The Melting Pot, p.37

It is in short the purpose of the New School to seek an unbaised understanding of the existing order, its genesis, growth and present working, as well as of these exigent circumstances which are maing for its revision." (5)

The New School had no requirements for its students or academic ceremonial. It was conceived as a taking of counsel together of scholar and intelligent laymen. The students were considered to be mature men and women, the majority of whom, employed in the daytime, could only meet in the evening. They were studying not for credit or degrees but purely out of a desire to learn more about the subjects under discussion. There were to be no examinations, no compulsory assignments although the work was to be post graduate in character. In 1919, 877 students registered and by 1929 there were 1451, by 1939, 3,800. The New School had early stated that it was not vocational in the sense that it filled gaps in partial early schooling or provided technical skills for specific occupations. It also stated quite specifically that its aim was not to provide "light cultural entertainment for the dilettante or leisured class." (6)

"The New School aims rather to meet the solid and enduring interest of the intellectually mature who wish to keep abreast of the times and to understand the great advances being made in all fields." These early classes were adventurous. They probed into new fields like "mental hygiene" and psychoanalysis and great scholars came from all over the world to help in this pioneering experiment. It was an exciting focal point for adult education in the city and everybody engaged in the field benefited from it. Its great contribution was that the adult was discovered not just as a potential degree getter but as a continuing scholar for the whole of his life.

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(5) The New School 1919 - 1939, p. 6
(6) Ibid, p. 17

In 1933 the New School founded "The University in Exile," (which grew into the Graduate School) with a faculty initially composed of scholars driven from Nazi Germany. It was an experiment which showed in action what the New School had been preaching in theory.

Non-credit was the basis of the New School and by the 1930's non-credit versus credit was a recognizable theme in adult education. New York University was influenced in favour of non-credit and in 1934 Extension Education and classes run by the School of Education in extension were merged into "The Divison of General Education." Essentially N.Y.U. committed itself then to the idea of continuing education and to the educational needs of the community at whatever point they were found and wherever it was felt appropriate for the University to help.

"New York University, in order to keep faith with the ideals of its founders must in the years ahead see with increasingly clear vision the whole range of its social usefulness. One point of departure in this quest is the field of Adult Education." (Dean Dearborn in 1934). By 1939 the commitment was even more specific.
"We have accepted that a private University is responsible to the needs of the people whom it serves and should be responsive to the needs of the people. This requires an administrative and instructional unit flexible enough in its contacts, operations and programs readily and easily to meet these needs as they become apparent. This calls for continual re-adjustments in personnel and program. The Division of General Education provides this unit for New York University."

N.Y.U.'s non-credit program was to grow and expand and become the beacon for all those throughout the country who believed in the future and possibility of non credit.

Across the river the State University of New Jersey, Rutgers, had formed an Extension Division in 1925. A Land Grant College in an area which still had much agricultural responsibility, it served this community through its extension services.

But even then, the parts of New Jersey, near to Manhattan, were densely populated and Rutgers began to take on a commitment towards the growing urban areas.

The years from 1935 onwards show the steady development of the evening college and its recognition as a definite part of the University. New York's rate of population growth accelerated and university evening programs served nearly every area of the city. From the private university like Hofstra to the ever-growing public responsibility of the City Colleges "credit" proved popular and profitable. The years after World War II brought an unprecedented boom as the men returning from the war rushed to take the opportunities provided by the G.I. Bill: enrollments swelled and ad hoc solutions were made to the problems these thousands of students provided in their need for varieties of classes and the solutions became permanent parts of institutional purpose. If there was confusion and overlapping, this all added to the healthy competition. Adelphi and Hofstra existed side by side, and both continued to expand.

In 1954 when Long Island University started evening courses at C.W. Post campus and Adelphi expanded to Suffolk, the adult scene in the universities of New York seemed both promising and, except to the foresighted, lacking only in strong financial backing. The credit versus non-credit question was a matter of money too, but with N.Y.U. and the New School providing such large programs and with Columbia and the City Colleges filling in the gaps, the public seemed well served. Certainly there were questions as to purpose and philosophy posed at annual meetings of the A.U.E.C. or N.U.E.A. but no sense of urgency in dicovering the answers to them. (7)

(7) Compare the C.S.L.E.A. publications Purpose of the Evening College, 1953 with A Live Option - The Future of the Evening College, 1965
Three of the five contributors to A Live Option are from New York: Dean Ernest McMahon of Rutgers, Dean Hyman Lichtenstein of Hofstra and Milton Stern then Assistant Dean at N.Y.U. They give a combined sense of re-assessment and the flux in the whole area of the Evening College and the University and society. There is also a sense of urgency towards the problem in these papers which is certainly not reflected in the earlier publication.

TIME CHART: Dates refer to founding of evening or part-time classes within a university or college

1967	STATE UNIVERSITY WESTBURY; NEW YORK COMMUNITY COLLEGE
1965	KINGSBOROUGH COMMUNITY COLLEGE; WAYNE EXTENSION FAIRLEIGH DICKINSON; BOROUGH OF MANHATTAN COMMUNITY COLLEGE
1964	PACE COLLEGE WESTCHESTER
1963	SOUTHAMPTON COLLEGE L.I.U.
1962	NASSAU COMMUNITY COLLEGE; SARAH LAWRENCE CENTER FOR CONTINUING EDUCATION
1960	QUEENSBOROUGH COMMUNITY COLLEGE; SUFFOLK COMMUNITY COLLEGE
1959	BRONX COMMUNITY COLLEGE
1957	STATEN ISLAND COMMUNITY COLLEGE
1955	ADELPHI "SUFFOLK"
1954	C.W. POST L.I.U.; FORDHAM UNIVERSITY
1950	BROOKLYN CENTER L.I.U.
1948	STATE UNIVERSITY AT FARMINGDALE; NEW YORK CITY COMMUNITY COLLEGE
1947	WESTCHESTER COMMUNITY COLLEGE
1944	FASHION INSTITUTE OF TECHNOLOGY
1942	FAIRLEIGH DICKINSON
1938	QUEENS COLLEGE
1937	SETON HALL UNIVERSITY
1935	HOFSTRA
1931	BROOKLYN COLLEGE
1925	RUTGERS - STATE UNIVERSITY
1919	NEW SCHOOL FOR SOCIAL RESEARCH; NEWARK COLLEGE OF ENGINEERING
1917	HUNTER COLLEGE
1910	NEW YORK INSTITUTE OF TECHNOLOGY
1909	CITY COLLEGE; ADELPHI
1908	NEW YORK UNIVERSITY
1906	PACE COLLEGE
1904	POLYTECHNIC INSTITUTE OF BROOKLYN
Pre 1900	COLUMBIA, COOPER UNION, PRATT INSTITUTE, NEW YORK UNIVERSITY, and CITY COLLEGE ALL HAD SOME ADULT CLASSES PRE 1900

THE LAST TEN YEARS

In 1947 Westchester Community College was opened, in 1948 New York City Community College, in 1957 Staten Island Community College - six more community colleges have opened in New York City since then and a major new force has changed much of the pattern of adult education in New York. These colleges organized by the City and State University systems fit in with a broad master plan of public education. They give inexpensive undergraduate training and are also committed to "community purpose." Established private colleges like Adelphi and Hofstra and Pratt are feeling their presence already as enrollments no longer rise, at the rate they did. The Community Colleges are now providing what the evening colleges have been talking about providing, community services. Where it does not already exist, they all talk of non-credit work as part of their future plans. Already many of them are committed to programs like Nassau Community College's Special Conference for Senior Citizens, and Suffolk Community College's training of fishermen in modern methods to help them economically. Enrolments grow almost as quickly as new plant can be provided. There is the enthusiasm and freshness of a new enterprise and the sort of excitement amongst the people concerned that is infectious. Dean Victor Lauter (New York City Community College) remarked on the future of adult education in New York: "It's tremendous from where I sit." This contrasts sharply with the remark of one university dean: "Adult education in New York has gone down the rat hole."

Three major areas of development stand out in New York of the 60's. The lines of demarcation between the areas are often very fuzzy and some schools fit into more than one category.

1. The Evening College. City College School of General Studies and Columbia School of General Studies are the purest example of this type. Involved in very few activities, except providing courses for credit, both have consciously withdrawn to this function after having had a long period of involvement with non-credit.

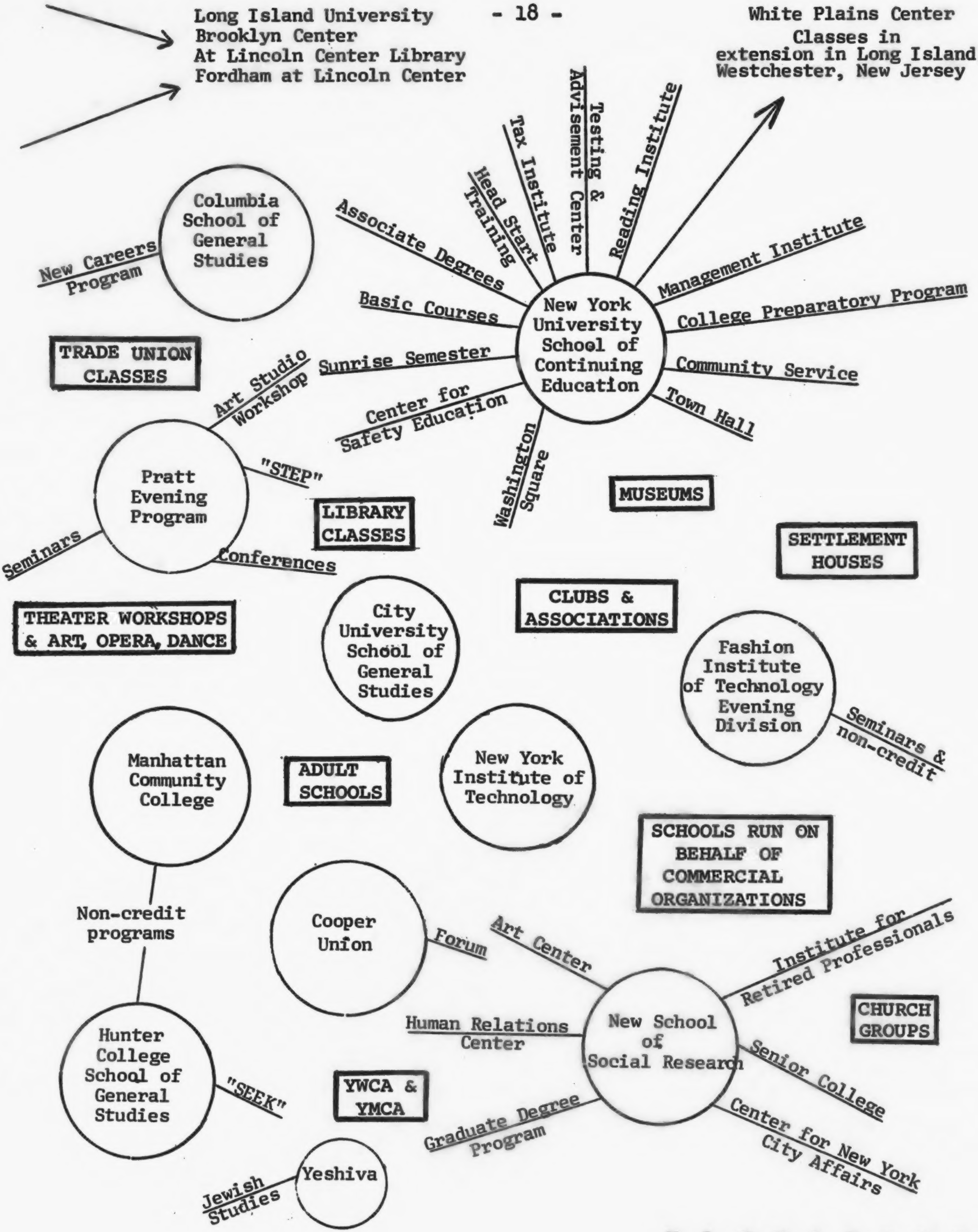
2. Community service programs through extension. This is found under many titles. Rutgers Bureau of Community Service is one clear example and the New School Center for New York City Affairs is another. In that such programs can and do appear in any department, this is probably the most confused area of adult work.

3. The Community College. Still too new to see clearly but fitting in with the State or City master plans, the Community College is nevertheless developing idiosyncratically to suit local needs and the aims of the principals.

Cross-cutting these categories are such recent developments as special degree courses, special programs for women, programs provided for by Title 1, money and other Federal and funded experiments. Also, since these programs do not exist in isolation, we must take into account effort in Adult spheres from other parts of the university and other agencies outside the universities such as the adult schools.

Three organizations still stand outside the pattern: N.Y.U. because of the scope and extent of its services in the non-credit field; The New School, although since the McCarthy period it has tended more and more to crystalize to the pattern of an ordinary college, it still has administratively more easy possibilities of experimentation and change; lastly the Cooper Union still struggling to provide virtually free adult education but now in need of new funds for experimentation.

Cooper Union pioneered free education for the many, but today it has a changed role. It now offers formal degrees in art and engineering for scholarship students. The adult education program still exists but it no longer excites in the way it did, for other places have caught up with and surpassed its program. It still has virtually free courses ($5.00 registration fee per course) and the Forum is still provocative and often profound but there is need for rejuvenation and possibly a new role. The adult program has the feel of a past era and Peter Cooper would probably have been the first to suggest a self study of its present purpose and success.


Long Island University
Brooklyn Center
At Lincoln Center Library
Fordham at Lincoln Center
White Plains Center
Classes in extension in Long Island, Westchester, New Jersey
Columbia School of General Studies
New Careers Program
New York University School of Continuing Education
Testing & Advisement Center
Reading Institute
Tax Institute
Head Start Training
Associate Degrees
Basic Courses
Sunrise Semester
Center for Safety Education
Washington Square
Town Hall
Community Service
College Preparatory Program
Management Institute
TRADE UNION CLASSES
Pratt Evening Program
Art Studio Workshop
"STEP"
Seminars
Conferences
LIBRARY CLASSES
MUSEUMS
SETTLEMENT HOUSES
CLUBS & ASSOCIATIONS
THEATER WORKSHOPS & ART, OPERA, DANCE
City University School of General Studies
Fashion Institute of Technology Evening Division
Seminars & non-credit
Manhattan Community College
ADULT SCHOOLS
New York Institute of Technology
SCHOOLS RUN ON BEHALF OF COMMERCIAL ORGANIZATIONS
Non-credit programs
Cooper Union
Forum
Art Center
Institute for Retired Professionals
CHURCH GROUPS
Human Relations Center
New School of Social Research
Senior College
Center for New York City Affairs
Graduate Degree Program
Hunter College School of General Studies
"SEEK"
YWCA & YMCA
Yeshiva
Jewish Studies

MANHATTAN

Possibly it should be made the headquarters of a new endeavor aimed at a pressing need of present-day New York, adult education for Negroes and Puerto Ricans.

All these concerns and enterprises work with little contact with each other and the scene is "a terrible state of chasses." The individual dean, looking at his own well-ordered empire, may think this description the exaggerated inability of a foreigner to understand, and as one baldly stated, "What does it matter, so long as I flourish." "Healthy competition breeds diversity and makes the field more exciting," was the point of view of another, but institutions are not like individuals and what is healthy competition on an individual basis can become unhealthy when it concerns academic institutions in a complicated urban setting. We have only to consider the multitudinous cross-currents of effort in the chart showing Manhattan Island to understand the complications of the picture. Of course, there will always be room for diversity and New York contains enough people wanting adult education and enough problems needing solving for everyone's effort. However, clarity of aim and purpose does not preclude diversity. Every dean interviewed with the exception of two stated that his division of his university had a definite responsibility to urban problems and that means to New York. If adult education, by whatever name, is to serve the City well, it must first sort out the confusion in its own bailiwick. The place to start is within the university itself.

CHAPTER II

> "It is obligatory for us and the Americans, and the whole West, to look at our education with fresh eyes. Isn't it time we began? The danger is we have been brought up to think as though we had all the time in the world. We have very little time. So little, that I dare not even guess at it."
>
> The Two Cultures of the Scientific Revolution, p. 53
> (C.I.P. Snow)

More than 16 million people now live in the Metropolitan area of New York. Serving this huge population are over 90 degree granting institutions, 35 of which provide a program of adult education, non-credit or credit, large enough to have been included in this survey. Both day and evening students pour into these institutions, for "Education is for the birds, the birds who want to get on." (1)

Education is one of the growth industries of today, with no visible end to its development. The universities of the New York area are packed to over-flowing and expanding at a fantastic rate; present plant is being extended, and new colleges are being founded. Education is blessed with everybody's sanction; it is so obviously needed, so essentially right, that colleges and departments proliferate to meet the growing demand. Simultaneously with the population growth is the knowledge growth. A mediaeval scholar would not recognize very much on the modern campus, for the university has spawned innumerable new departments to meet the changes in man's life and environment and the technological discoveries that have caused this. The university has grown and changed but the urban university has changed most of all. It is still possible to forget the world in the atmosphere of Princeton or Dartmouth, but not for a moment in New York. There may be ivy growing on the walls of this cities colleges, but the air pollution has got at it. The universities of the New York area have in fact no hope of assuming traditional academic isolation.

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(1) Current New York Subway ad

The campus gates are sometimes still there, but they now have no real meaning; for just as the people of the city go in and out day and night, so the university now spreads beyond those gates. New York University, The City University and Columbia are obvious examples as they slowly absorb huge areas around their original buildings so that "town" is indistinguishable from "gown." Newer colleges like Long Island University Brooklyn Campus lodged in a converted cinema have never been anything else but obviously "town" and "down town" at that. Even remote estates like C.W. Post at Brookville are being eaten up by their own expansion and the pressures of suburbia around. Indeed as the whole Eastern Seaboard merges together, few Universities in the area will be other than distinctly urban.

Physical growth of plant, expansion of numbers of faculty and students, change and development of subject matter all make the modern phenomena of the "multiversity" a nice warm blanket word that covers up the complications.

New York's colleges and universities are very clear examples of the dramatic transformations and expansions that have been achieved throughout the country in the last fifty years. Unfortunately, most of these changes have come about, around, and in spite of existing patterns of organizations. The mould is twisted and strained to take the new form. The universities have not been prepared for all the simultaneous aspects of expansion and involvement and the organizational structure is giving at the seams. The very attempt to catch up with present problems seems to take up so much energy that none is left for long-term planning. Nowhere is this more evident than in the field of adult education, and at no point is the university more vulnerable than in its failure to recognize the importance of this part of its function and the growing confusion which is surrounding it. The problems of the university and its growth - the relationship of university and city; the organization of the whole tangled enterprise - all these meet when we talk of the urban university and adult education.

If each university and college in New York can satisfactorily meet this present crisis and challenge, then a new relationship between city and college will be forged which will have meaning not just for undergraduate and postgraduate programs but for the huge numbers of people now looking for guidance in every aspect of their lives - the poor in Harlem or Newark - as well as the suburban commuter. To all who live in New York, the university could indeed be Alma Mater.

Chapter 1 illustrated the changes that have occured in adult education in the last 100 years and we saw how, with increasing momentum, adult education has changed both its role and its scope. From a comparatively straightforward ambulance operation which provided adult classes for part-time students and whilst doing a service made a profit, adult education has become "continuing education." A whole complex variety of new roles have been defined for the university to provide, culminating in the present "cradle to grave" slogan. The university used to refer to its responsibility to the scholar; now more and more statements are being made by college presidents about responsibility towards the community and society.

Changed operational scope has come too in that adult education is no longer a small struggling enterprise tolerated rather than accepted by other sections of the university. The small struggling enterprise is sometimes still there with the same attitude today that it had 20 years ago but adult education is now characterised by an across the board diversity within the campus. It can be found in every department and often is.

"The adult continuing education function in universities hitherto lodged in extension divisions and evening colleges, is more and more being pre-empted both by other parts of the University establishment and by forces outside the university or, even, outside education altogether. There is much confusion, because the vessel which has for fifty or eighty years been ample to contain university programs of continuing education is now overflowing.

More pots are being put on the stove - that is, new institutional forms are being invented." (2)

Unfortunately both the university and the professional adult educators have been taken unawares by this proliferation. Some of the local administrators in adult education departments are awake to this radical change around them but most of them seem thankful to accept the policies of the past that are familiar. One feels of them as Winston Churchill once remarked of Stanley Baldwin: "Stanley sometimes stumbles over the truth, but quickly picks himself up and goes on as if nothing had happened." The truth that is being missed here is that both the central administration and the adult divisions must be re-educated. The organizational structure of most universities in this area takes no account of the huge brood of cuckoos it is hatching in its nest. The adult divisions, possibly afraid for their own power structure, do not demand the re-organization necessary if the university is to serve the community well in a rapidly changing urban situation. President Harrison of Wisconsin, looking to the future of his University, said in 1965:

"University extension will serve as a catalyst in the community to act as a bridge between the community and the university, to develop liaison with other agencies in the field, to stimulate and sometimes perform research, to provide teaching and casualty services; in short to make certain that the growing resources of the American college and university are applied where most needed.in an alliance for American progress." (3)

Such a complicated role successfully carried out requires much more sophisticated lines of communication and structure than at present exists in most universities in this area. Rutgers stands out as a local example of re-organization to meet the needs of an urban society.

(2) Milton R. Stern "Up from Basketweaving" an address to the Adult Education Association of Metropolitan Detroit

(3) Testimony on behalf of the National Ass. of State Universities and Land Grant Colleges

Wisconsin, long a leader in commitment to adult education, has just finished re-organization of the whole extension enterprise and, very important, the university extension unit is headed by a chancellor erporting directly to the president. So far, Syracuse is the only university on the Eastern Seaboard to give real power in the university hierarchy to the head of the Adult education units. New York University is currently engaged in setting up a self-study of the position and changing role of adult education in its huge empire. This is a most interesting local development. N.Y.U. has an enviable tradition of leadership in the field and a record of experimentation which was moulded and unified by the inspiration of Paul McGhee (Dean of Division of General Education, 1942 - 1964). It has however grown without sufficient administrative change, by the very size and the variety of its porgram and its acknowledged commitment to the solving of urban problems. It is an excellent example of the difficulties outlined above.

President Hester has said, "New York University is attempting to become a model of the modern university, a university attuned to the people, the culture, the realities and opportunities of urban life." (4) It remains to be seen if the real importance of adult education in this aim will be acknowledged by the creation of a Vice-President or a Chancellor for Continuing Education.

It is fair to say that with the exception of Rutgers, such a self-study and re-assessment of the position of Adult education within the university is needed by every university and college in the area. Almost every dean interviewed spoke about some kind of expansion. Title 1 money is an obvious inducement to enter new fields of integration, civil rights, poverty programs, whole vast areas of exciting and almost endless effort. Such a program cannot and must not be entered upon in isolation, if these programs are to have lasting effect. To know what is being done in other departments of ones own university, in other universities, and in industry is essential.

(4) Statement before the Subcommittee on Executive Reorganization of the Senate Committee on Government Operations, 1966

This point may seem elementary as stated, but nevertheless, it is not being practised and part of the problem is that the traditional adult divisions, particularly the evening colleges, are still thinking of adult education as the deprived part of the university. M.S. Knowles' maxim "Adult educational programs tend to emerge with a secondary status in the institutional hierarchy," (5) has been engraved on their souls.

Just as the whole university has to adapt and change with the impact of new adult educational opportunities and responsibilities, so the traditional Adult education departments must awake to their new responsibilities and maturity. Many of the dreams of past adult educators have actually come to pass. The delicate child after a deal of coddling has reached maturity. Unfortunately many practitioners have for so long thought of it as a feeble stunted growth that they are not able to recongize the change. They should look at the rest of the university. They should in fact demand of central administration re-assessment of their position in the university and if necessary be prepared to radically change themselves to suit the times. Kenneth Haygood said three years ago, "No one is holding his breath waiting to see what the evening colleges are doing about their future. Everyone is too busy getting what they want as best they can with or without the evening colleges." (6) What seems certain is that if they do not instigate such a change, welcome it, and use it, they will be left behind in the dynamic process. One dean of an evening college in discussing this subject said, "I don't believe in innovation," whilst another said, "I don't make decisions; I am a pure administrator." There are the kind of attitudes which lead some observers to feel that the evening colleges should opt out of anything except credit for degrees: that it would be a good thing if they were isolated and left the more interested people to get on with the wider aspects of adult education.

(5) The Adult Education Movement in the United States, M.S. Knowles, p. 259

(6) K. Haygood, address to AUEC Convention, 1964

New York University showed awareness of the need for change when the "Division of General Education" became the "School of Continuing Education" - but much more than a change of name is needed; a whole new working philosophy must be framed.

Adult education is no longer a marginal activity; it is a burgeoning area with no boundaries. Big business doesn't usually interest itself without good reason, and even the most entrenched Jonahs of the adult scene might take heart when Wall Street starts to be concerned. Adult education is now big business. It would be a great waste if the established adult administrators missed the opportunity of their lives, either through shortsightedness or sheer tiredness.

Again Kenneth Haygood sums this up: "If they (the evening colleges) want to retain what they now have as well as attempt to develop new areas then they will have to attain greater visibility by relating themselves more directly to the decision-making groups. To do this, they will have to recognize that because we have been in a period of great organizational growth and administrative change, organizations are at present highly inter-dependent; they cannot function completely alone but must develop mutually satisfactory working relationships with others who have overlapping interests. The evening colleges must also recongize that if they want to survive and grow, they will have become adept at stating their purposes, interests, and requirements to others in clear and simple terms so that common bonds can be developed and fruitful working relationships established and dissolved as the situation requires." (7)

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(7) K. Haygood, Ibid

RECOMMENDATIONS

1. During the year 1968 every adult division in the Universities and colleges of the New York area should make a complete self-study of its role and purpose both within the university or college and towards the community it identifies with.

2. It should define as closely as possible what it means by the terms it is using.

3. It should identify all other parts of the University which are involved in any kind of adult education and recommend future communication links.

4. These self studies should be summarized and be available for circulation. Such a series of reports could provide a unique and invaluable picture of present and future plans in a major urban setting.

CHAPTER III

At the recent Senate Sub-committee on Executive Reorganization studying the crisis of the cities, a procession of people, great and small, testified to the terrible and daunting plight of urban life in America. None told a story so urgent, so appalling and yet so fascinating as Claude Brown and Arthur Dunmeyer, whose description of life in the Harlem ghetto illuminated a side of life in New York we prefer to forget. They told of the world of the "wino" and the backyard crap-shooter, of the 12-year-old mother and the cop-hater, the world of the Southern Negro who went North looking for streets paved with gold and found them paved with garbage. "The idol of the ghetto is not the soldier in uniform or the cop on his beat or the politician sitting at the big desk. Its the man in the $200.00 silk suit; he's the real soldier; he's a general. He's winning the war and if he gets busted he's just a prisoner of war." (*)

Sick cities and the human problems that result are not a new phenomenon. From the first signs of the industrial revolution there have been men who feared the results of urbanisation, but in few places was anything done to relieve the problems that resulted. Like the sorcerer's apprentice, we have been caught in a predicament where nobody knows the words to say "stop" or even "pause" to urban development. Planning is always in arrears.

"Our traditional attitudes toward accomplishment are strongly empirical, and our true perspective, in terms of action is short. We believe that over-all coercive planning is wrong, that we should take and assimilate one step at a time. We discount Cassandra-like prophecies and invariably we wake up to the need for action only when disaster is unmistakably imminent or already upon us." (1)

The disaster of the city of New York is already upon us and many of the universities are in a slow and lumbering fashion turning to look at the problems on their own doorsteps as oposed to studying those of 19th. Century London or 7th Century Rome.

(*) Claude Brown, Aug. 29th. Senate Sub-committee on Executive Re-organization

(1) "The Relation of the Universities to the Community" by Margaret Mead and Rhoda Metraux. Urban Research and Education, Vol. II, p.11

The interest is very recent. Even the sociologists have tended to shy away from this city. Chicago has been thoroughly studied in part because of the existence of a great department of sociology at the University of Chicago. But a department of equal distinction at Columbia University during the 1940's and 50's had almost nothing to do with New York. (2)

The reason for this growing interest is not always philanthropic. It is a mixture also of necessity and a hard-headed realization of where the funds are available at the moment. Urban commitment on the part of the universities is with us not because the situation it is attempting to doctor is new, but because for all sorts of reasons people have suddenly become aware of the sickness and started to care about it. This concern may be on the level of a sincere realization of the plight of one's fellow men or on the level of the prevention of a disturbing and highly inconvenient rebellion in Harlem. But whatever the reason, all sorts of new ideas and cross-currents of opinion are being aired in the field of the university and urban affairs. The result as we have seen in the last chapter is a situation of considerable confusion.

Adult education has traditionally been nearer the problems of the city than the rest of the university. It is often referred to as the "cutting edge." For many years adult educators have been making high sounding noises as to what they would do if they could for "community needs." (3)

Yet the evidence of activity in this field, until very recently, points to puny and sporadic effort. The last 10 years have brought such a change that there are now few institutions without a seat on the rapidly moving bandwaggon.

The Center for New York City Affairs at the New School and the Urban Studies Center at Rutgers are unique in that they are established specifically to serve as agents of change in the urban scene.

(2) Source of this information: "Beyond the Melting Pot" Glazer and Moynihan, p. 3

(3) See University Adult Education, R. & W. Peterson, p. 25 et seq. for a harsh but just analysis of this term

The Urban Studies Center was established under a Ford Foundation grant in 1961. It was a pioneer in this type of work and suffered from not a few growing pains, but it is fortunate in having an exceptional leader, John Bebout. From the beginning the Center has proceeded as a result of research and thought in a way which stands out in comparison to the ad hoc programs in some other universities. Its original mandate was:

1. To help the University relate to urban society. (Remember that Rutgers the State University had a traditional responsibility to the agricultural society.)
2. To help the State and its communities deal with urban problems.
3. To contribute to the knowledge of urban life and to apply this knowledge to society.

The New School Center for New York City Affairs was established in 1965 through the aid of a grant from J. M. Kaplan Fund. It was opened in response to an obvious gap in the metropolitan scene - the need for both professional and laymen to co-operate in the multitude of problems facing the city. The Center workes through three areas: education, information, and research. The Center is only two years old but already it has made a very significant contribution. Possibly of the greatest immediate service is the publication of The City Almanac which provides a calendar of forthcoming events and a digest of current research. This was an elementary need in this field.

Both these centers are engaged in ambitious programs (some are mentioned below); both are in need of money, and there is no end to the work they can usefully accomplish. The idea of an "urban center" is popular in some universities as a co-ordinating factor for all their community programs. We will only vitiate existing difficult administrative problems if these centers are established in isolation from each other. It is imperative that the universities of the New York area come to some agreement concerning spheres of influence and activity in the community field and begin to communicate to each other their long-range and short-term plans.

This is not just a plea for organizational efficiency, important though it is. It is also a plea on behalf of the people concerned, people like Lester Jernigan, a youth director on the Lower East Side:

"Organizations like Mobilization for Youth, Vista, Haryou Act, Harlem Self Help, and Head Start come into our neighbourhoods thinking they know how to solve our problems, telling us what to do, disrespectful of our direct knowledge of an involvement in our own lives. Today any organization that has financial backing is just a bunch of college blockheads dictating. We don't want them telling us how to live." (4)

It is easy in discussing these programs to forget the real people they concern. Bedford Stuyvesant is an area which at present has N.Y.U., Pratt, Brooklyn College, and the Brooklyn Campus of L.I.U., not to mention numerous other agencies such as the Federal Office of Economic Opportunity and the Ford Foundation, all involved in promoting programs of different kinds. There will be enough scope for all these universities to work at problems in this area of New York for a long time to come, but from the point of view of the people involved, would it not be easier if the effort could be co-ordinated? Urban extension work must be innovative, but possibly its greatest innovation in this area could be for the universities to work in concert on a much needed program. It would seem that the students have stolen a march on the professionals in this respect in that they have already set up a committee to co-ordinate the work done by volunteer groups from 18 colleges in "The Metropolitan Committee of Collegiate Volunteers."

A highly provocative plan that would bring all the educational institutions in the region into relationship with each other was proposed in the report on Urban Research and Education in the New York Metropolitan Region in 1965. The design which was suggested involved the institutions in an intricate network of activities, some of which are shared and co-operative, some of which overlap and some of which are unique to specific institutions.

(4) Cooper Union Newspaper "Pioneer, Nov. 4th. 1966. Interview by David Glatman

The report said, "If the universities of the region are to make an optimum contribution through their education, research and direct service activities, it is evident that they will have to evolve an effective system of inter-university co-operation to make the most of their resources." (5)
The Regional Planning Association reports that (with the exception of Rutgers) virtually nothing has been done to carry out the recommendations of this report.

If we look in more detail at the adult education programs of the universities, in relation to the problem of the cities, we can see three broad areas of possible programming. We must remember that the problems of the city are not all on the level of slums and poverty programs. The total population is our concern.

1. To influence the influential.
2. To continue the education of the educated.
3. To upgrade the education and social awareness of the under-educated and the poor.

1. TO INFLUENCE THE INFLUENTIAL
"The importance of the need to plan to energise the separate efforts of different agencies, organizations, and business corporations is suggested by the fact that each year this nation elects or appoints to major community agencies some eight hundred thousand individuals who for the most part lack any previous experience or special competence and make the critical decisions that will effect the entire area for years to come. They will master the technical aspects of their work quickly. What they will not receive usually, unless a university offers them help, is education in the philosophy of long-range planning, perspective on the dimensions and problems of an urbansociety. Critical attention to the interrelationship of the work of different agencies and a consistant goading to insist on something more than mediocrity. As one critic has rightly observed, "American cities are crawling with goodness and mediocrity." "Show me the city that aspires towards excellence and rewards it." (6)

(5) Urban Research and Education, p. 17, Vol. 1
(6) Eugene Johnson, "University Adult Education and Our Society of Cities," Vol. 14 Adult Leadership, March 1966, p. 313

One of the initial problems in this sort of aspiration in New York is not just how to interest and attract this particular kind of person, but how to break down the power groups in such a complex structure so that seminars and classes are useful. There are at least 1467 different local governments in the region (each with the power to raise money), which gives some impression of the complicated power structure. The men in the region who sit on committees or decide issues would fill Shea Stadium. When you are dealing with the largest urban agglomeration in the world, where can "influence" start?

There have been some local experiments of interest. Both the Center for New York City Affairs (New School) and the Urban Affairs Center (Rutgers) have organized a series of urban seminars for professional and civic leaders. These seminars are by invitation only and they bring together leading and administrative personnel in related fields for review of common problems and the exchange of information and ideas. Such seminars are of great importance, for they are providing a pattern of open consultation and discussion in a university setting often on topics which in a political or urban setting are closed.

The Center for New York City Affairs also puts on special courses on community problems. Whilst these programs are intended for any New York citizen, it has been found that professionals in the field to be discussed, make up the bulk of the class. (A course in city planning enrolled mainly people with some professional interest in the subject.)

New York University, in co-operation with the Great Neck Adult School, instituted another experiment in this area. Since 1960 there have been six meetings called "Sterling Forest-Gould House Conferences" and to date 150 community leaders, professionals and active citizens.have attended what is a unique program between a local community, its adult school, and a university. In 1965 these meetings were expanded by the participants themselves who formed the Sterling Forest Alumni Association.

These meet four times a year and discuss local issues. It is difficult to assess the results of this sort of meeting but Dr. Rauch (Director of the Great Neck Adult School) mentioned that three of the recent candidates for the school board listed in their qualifications that they were participants in these conferences and this does imply the importance that the community and its leaders attach to them.

Sarah Lawrence College has a program interesting in this context. Organized through the Institute for Community Studies, the Mount Vernon Urban Seminar was sponsored by the National Council of Churches as a bi-weekly discussion group consisting of fifty community leaders and dealing with the issues of a "community in crisis." It is divided into small groups concerned with youth needs, anti-poverty programs, education, integration, and one on the formulation for a master plan for change. Sarah Lawrence students, graduate and undergraduate, serve as research aids to each sub-committee. A Mount Vernon Survey of Community Tensions stems from the Seminar, which is supported by the Mount Vernon Commission on Human Rights, and this seminar is now engaged in an analysis of a survey of approximately 200 citizens responses to integration. When completed, these findings together with others will be used by the Commission in formulating a human relations program.

There is certainly room for a great deal more activity on this level.

2. TO CONTINUE TO EDUCATE THE EDUCATED

This covers the bulk of the university adult program, either in credit or non-credit areas. By far the greatest proportion of students attending classes are from the upper and middle income groups. This is a vast and important group to influence and educate concerning urban problems and citizen responsibility. Apart from some non-credit programs of N.Y.U. and the New School, very few universities directly approach this theme.

S. W. Bailey said in a recent speech, "Urban Decision Making, does the University have a role?" "To cultivate the capacity of the young to be uncomfortable in the presence of bigotry and squalor and disease and ugliness, and poverty and ignorance may be the universities' major long-run contribution to urban decision-making." Why stop at the young? Surely the whole adult education enterprise, if geared to this end, could have tremendous influence. It is of course impossible to assess the present indirect influence of teacher - class discussion on related topics, but there is some evidence that there are places where it must go on to some effect. Newark College of Engineering is an example. There the adult students have established a scholarship for a Newark resident, have instituted on a voluntary basis the tutoring of disadvantaged high-school students and give information on technical careers.

There is an interesting theory that the swing to Labor which surprisingly ousted Winston Churchill after he had led his country to victory was partly due to the adult education classes that were included as a part of army life. They were mainly taught by young socialists.

Teachers in adult education in every discipline could be made to feel that the problems of the city were so apallingly urgent that, as in any war, effort must be used on every front. This type of class discussion sounds vague and of dubious value; also for some people and with certain problems it is dangerously near to politics. Nevertheless, adult education must have the courage of its convictions. One of the implications of democracy is that people can to a significant degree control their own destinies and only to the extent that they actually achieve this can they be said to be emancipated. New York needs far more emancipated people.

N.Y.U. experimented in this area with the study discussion group program which was started in 1956 through an initial grant from the Fund for Adult Education. Working with lay leaders who had received some initial training by the university, these groups worked with carefully prepared texts on subjects like "Ways of Mankind" and "The Introduction to the Humanities."

After reaching a high point of activity in 1962 the groups are now decreasing. The study discussion group experiment at N.Y.U. has never been properly evaluated and to actually measure its impact would be impossible. It has however lost impetus and can be said in latter years to be failing in some way. One reason could be that it has served its initial purpose and is no longer needed for that particular middle class group that it originally attracted; another is that the discussion groups never led anywhere beyond themselves so that inevitably the path became ingrown. However, this is an experiment that has involved thousands of people and brought to the university hundreds of lay leaders for training. Here is a valuable core of dedicated talent which N.Y.U. could re-deploy, either in a rejuvenated study-discussion program or an entirely new venture possibly with an urban problem as a specific focus. There is already an experiment of this nature funded for N.Y.U. under Title I for study groups in East Harlem.

There are other specialized areas of concern in this general sphere of continued education which whilst not specifically tied to the city have implications for it. Two which are important to mention are the field of business studies and that of special programs for women.

The recent riots in Newark cost an estimated forty seven million dollars worth of damage - the well being of the city is indeed the intimate concern of all those involved in business studies. A few schools are experimenting with classes for the underpriviledged, but there is little evidence to show interest in how the problems of the city effect the business man. (7)

Outstanding for clarity of purpose, the research behind the activity and the growing provision at all levels is the field of special programs for women.

(7) A detailed analysis of adult programs in the field of Business and management written in conjunction with this survey is available from the compiler Mr. Allan Stuart, The Management Institute, School of Continuing Education, New York University, 10, East 8th Street, New York 10003.

For the past decade or so there has been a concern for the plight of women whose careers have been interrupted or postponed by marriage. The housekeeper and mother who emerges at around forty with the task of completing her education and getting back into the work force.

There are different ways of considering this "female." She is a potential adult student because she needs more interest in her life, but she is also a possible valuable addition to the labour market which needs her. The universities which make special provision for her needs are simultaneously helping her and the community.

Perhaps because women enjoy organizing themselves and their surroundings this area of adult education is by far the best sign-posted. Publications like the U.S. Department of Labor's Women's Bureau pamphlet on Continuing Education Programs for Women, which gives details of programs throughout the country; local surveys like "Women and Work in Nassau County," a report of the County Executive's Committee on the Education and Employment of Women; news bulletins like "Women Today" giving statistical information about women and employment and published by the Women's Program of the New York State Department of Commerce - all these present clearly and concisely a picture of the needs and opportunities for women in the local scene. What is more important is the obvious free-masonry of contact that there is between the various programs, so that potential students are passed on to more suitable institutions because the personnel concerned know the whole field. This is partly because as yet there is not a huge number of programs but also because the advisors and tutors still look upon themselves as having a "concern" for the best interests of the women involved.

One of the pioneers in this field is Sarah Lawrence College, which in 1962 was given a grant from the Carnegie Corporation to inaugurate a program specially for adult women who wished to resume an interrupted college education on a part-time basis.

In this program women are provided with counseling assistance and refresher courses prior to admission as degree candidates. Enthusiastic response stimulated the establishment of part time arrangements for graduate study with the help of a further grant, and in 1966 a third grant enabled Sarah Lawrence with New York University and the Pratt Institute to support co-operative graduate programs, to strengthen them, and to help provide scholarship funds. (*) The women programs were created to serve represent a particular and well-defined group who have existed only in the past generation in numbers large enough to make themselves heard. Practically all of them have a full share of family responsibilities so that they can only study part time and within easy commuting distance from their homes.

The Barnard College Community Workshop ($60.00 for 10 sessions) funded under Title I, has a more short-term impact and again is aimed at the mature educated woman. Registration is open to women who have attended any accredited college or university and are now ready for activity outside the home. The participants explore the possibility of employment in various fields, types of jobs available for full or part-time employment, meaningful volunteer activities, continuing education and retraining.

These and the other programs in the area show a willingness to experiment, to innovate and to co-operate in order to further the cause. New York University has recently set up a counselling service in Westchester to advise any woman who requests help in finding theright program to suit her particular needs ... at any college, university, or other agency available.

Certainly there will be many more programs of this kind in the region in the near future. But why just for women? There must be many men who would like to change their careers and would appreciate the'special' treatment that these programs give to their students. Possibly much of the appeal is the lingering atmosphere of "the cause" - women making themselves a place and a program in the face of the masculine university.

(*) For full details of these courses see Part II p.80

Obviously it is right that facilities should be made available for the part-time housewife student where they do not already exist, and certainly there is need for special training programs in some specific fields, but there is a danger that the title "special program for women" will become a gimmick to sell a course which in fact could well be useful to either sex.

To sum up, this section is often the least specific in its work on behalf of the city but it is of the greatest potential. This potential has been realized in an example taken, not from this region, but included as an exciting model of what can be done. Northwestern University and the Center for the Study of Liberal Education for Adults have just started an experiment which tries to provide intellectual stimulation in the setting of the city - using the city itself as their point of departure. "Most Americans live in cities and complain a good deal about the problems of urban life. But with all the inconveniences, annoyances and frustrations, the city is a tremendous resource for the enrichment of life. Only in places where the concentration of population makes it possible has society been able to create and store the cream of culture; the main currents of art, drama, music, architecture, thought, the main focus of societies accomplishments, conflicts and constructions the vanguard of movements into the future.

"But cities can also involve people in routines and harrassments which prevent them from using resources available to them, from exploring the city's resources and learning from it. THE LABORATORY COLLEGE takes its name from our intention to use the city itself as a laboratory." (8)

3. SPECIAL PROGRAMS FOR THE UNDER-PRIVILEDGED When people talk of adult education and the problems of the city, this is the area of concern which immediately springs to mind.

University adult education has had little experience with the economically underprivileged. New York in 1961 was one seventh negro, Newark was one third. Certainly there is nothing like that ratio in our present adult classes which reach a limited, self selected, fairly affluent group of mainly white citizens.

(8) James B. Whipple, *Especially for Adults*, p. 68

The Harvard Study estimates that by 1980 Negroes and Puerto Ricans may together make up between eighteen to twenty per cent of the total population of the region. The needs of this growing group must be taken into account if yearly summer rioting is to be eradicated and adult education can play a very important role in this task.

It is generally agreed that both the Puerto Ricans and the Negroes are not indifferent to education but put high value on its posibilities as a way out of the ghetto, however the present structure of university adult classes is not only beyond the pockets of most of them it is beyond their imagination, "People who live differently think differently." (9) While it may satisfy our white middle class souls to have a higher percentage of negroes in our present classes, better would be a concerted effort to provide a new kind of program. "You may become strong and clamorous, you may win a victory, you may effect a revolution, but you will be trodden down again under the feet of knowledge unless you get it for yourselves. Even if you win a victory, you will be trodden down again under the feet of knowledge if you leave knowledge in the hands of privilege, because knowledge will always win over ignorance." (10)

This was Bishop Gore speaking in England in 1909 to the members of a new movement called the Workers Educational Association - The beginning of this movement was marked by a combination of growing class consciousness, suspicion of the universities, political aspiration and a great sense of grievance amongst its members, but the W.E.A. as it came to be known showed a way out of the working class environment. Surely the universities and colleges of this area could provide the impetus and the personnel for an N.E.A. - the analogy could easily be strained but the essential point is the need for a unifying, educational movement which would help the negroes and the Puerto Ricans, just as the W.E.A. helped the English working class, to use the facilities and the opportunities of the universities.

(9) Antioch Notes, May 1966, p. 3
(10) Bishop Gore, quoted by A. Mainsbridge in 'An Adventure in Working Class Education, p. 35

"The only thing I liked was the people expressing themselves. They were out of a cage. They expressed themselves ... I disliked the looting and burning but I liked the way they got it out of their systems." (11) Education has the challenging task of pointing to other ways of expression that are satisfying. Ten years ago few people would have had the audacity to forecast the extent to which by 1967 university adult education would be committed to the under-priviledged sector of the community. Operation Head Start, Seek, Operation Giant Step - the programs grow so quickly that it is time a local publisher realized the opportunity he is missing and published a directory of these colorful titles to guide the lost professional. Federal Funds have become available for certain community aspects of adult education and this has transformed the scene. As Jules O. Pagano (Director of Adult Education, U.S. Office of Education) said with reference to Title 1:

"The program has such great potential that I am in the position of a midwife who finds a simple birth becoming the delivery of triplets." (12)

The provision of funds through Title 1 for institutes of higher education to strengthen their community service programs has been productive of tremendous revitalization in adult education. It is unfortunate that the incentive to get grants for worthy projects also furthers the competitive spirit. If adult education has to be competitive in a commercial sense in the bulk of its programs (and in the American context it seems it must), surely it should not be so in its community service programs? The allocation of funds for Title 1 in the New York area has certainly succeeded in stirring up the universities towards involvement in the urban scene; unfortunately, plans are often put forward with the slightest real understanding concerning the problems to be attacked.

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(11) Quoted from The Structure of Discontent (Murphy and Watson) by Howard Symons in his article "Anatomy of a Riot", New Scientist, August 17th 1967, p. 35)

(12) Jules O. Pagano, Dec. 1966 N.U.E.A. Spectator (Community Developments Aspects of Title 1.)

The first year grants were administratively confused mainly through the way in which the Federal government allocated the monies, but no clear pattern has emerged as yet of criteria or purpose in the local system of allocation. To examine the representations for monies for Title 1 is to look at a fantastic mishmash of aims and suggestions to help cure New York's urban blight. Each individual item can be proved worthy, but so few of them are set in any further context. It remains to be seen how many of these experiments continue with university support once the initial Title 1 grant is used. The long-term impact of this money in the New York area would seem to be slight since the funded projects are so patchy. Is it impossible for the universities to join together in presenting master plan for the upgrading of a certain area (for New York City it could be Harlem), using the resources of all the group intelligently and diversely? Perhaps it is hopelessly naive to believe that the adult divisions could achieve this admittedly difficult task. It could take all the allocation of monies from Title 1 in the city area and would require sophisticated advance planning, but in the long run, would be far more impressive that any of the small scale programs. (13)

The largest program funded by Federal grant in any adult division is "Operation Head Start" at N.Y.U. There the School of Continuing Education has been responsible for administering the biggest training program of Head Start personnel in the country. Since the program was sprung on the universities with very little warning, there was little advance planning; nevertheless the School of Continuing Education, the Graduate School of Social Work, the School of Education, and the School of Medicine combined to provide a remarkable program. Prospective directors of child development centers, head teachers, teacher assistants, teacher aids, family assistants, and family workers were all provided with training as Head Start personnel.

(13) See Part II for list of projects funded under Title 1

Each came with a different background and training and experience - from the head teacher, professionally educated, to the family worker drawn from the poverty area. By Oct. 1966 - 2630 workers had been trained at N.Y.U. and similar programs had been going on at Rutgers and other centers. Here is a case where in a remarkably short time the universities turned their considerable talents to a massive piece of community salvage work. Admittedly the financial reward for the university was considerable, however, this does not detract from the impact of the experiment. This is an example of an enormous problem being attacked in an imaginative way. Whether Head Start is big enough to succeed in isolation has yet to be seen, but it is certainly one of the most exciting programs of its kind ever attempted.

An ambitious local experiment concerning the whole university in an urban setting was Long Island University's Brooklyn Campus as envisaged by its recent Provost William Birenbaum. Coming from a career of service in adult education, William Birenbaum brought to Brooklyn Center exciting ideas as to what the urban university could be as a total force for urban change and improvement:

"The problems of identity are as serious for our American academic communities as they are for the ghetto communities in the great cities. Large and depersonalized, split among student, faculty and administrative factions, American colleges ..... are sagging under the weight of the new knowledge, urbanization, and modern technology. They are in suspension between an antique concept and something new yet to happen." (14)

Birenbaum attempted to make that "something new" happen at Brooklyn. He saw his university as an integral part of the community of which it was a part. There was no campus separate from the community and eventually he hoped all the community would feel itself to be a part of the campus, involved and intertwined with the activities of the university.

(14) William M. Birenbaum, March 27th, 1967. "The issues of the controversy at Long Island University"

The students were aware of community problems in exactly the way Bailey suggests (see above page 35) and plans were going ahead for a massive program of student aid for the local problem areas with a new dean of adult, evening and continuing education to co-ordiante and initiate these activities.

It is unfortunate for the Brooklyn Campus that at this exciting stage of its development William Birenbaum was forced to leave; and it will be unfortunate for New York if this interesting experiment in urban involvement by a university, loses its impetus without its leader .

There has indeed been a revolution in university adult education, through its opportunities to provide programs for the underpriviledged sector of the community. We would, however, do well to remember George Bernard Shaw's Maxims for Revolutionaries: "Do not do unto others as you would they should do unto you. Their tastes may not be the same." The universities are the current "do gooders" in the urban scene, bearing text books instead of soup bowls. Adult educators are entering whole areas of concern of which the administrators have only the slightest knowledge. Very few of the deans interviewed ever mentioned the actual people who were to receive these special programs as other than "groups" or "problems" or "sectors." The administrators in adult education will have greater understanding of this whole area if they can get nearer to an awareness of the students who are involved. One way to do this is to get nearer to the teacher who is actually in contact with these very real people.

RECOMMENDATIONS

1. a) The problems of New York are the concern of the universities but cannot be left to the whim of individual universities to attack or not as fancies and interest permit. The Regional Plann Association in concert with steering committees of presidents and heads of departments should be asked to draw up a recommendation of future spheres of interest and concern for the metropolitan universities and colleges. This plan would not be binding but would be a guide for future community programs.

b) Arising from this plan, joint proposals could be put forward for Title 1 money and foundation grants which could concentrate on one area of New York but involve several universities.

CHAPTER IV

"I presume that for many of the faculty as for myself the 'job' consists of simply going to class, teaching your subject matter and going home again. No attempts are made to make you feel part of a faculty, or of a group, or a program. And since salaries are not over-generous it would seem rather burdensome if there were too many extra demands on our time. But were there more interest in the faculty as people and as contributory intellects, I am sure there would be considerable response to carrying out the educational challenges as set forth by the university" - quoted from the survey of teachers in adult education.

University adult education has a huge and growing working force, but for the most part they are hardly ever heard or seen except by their individual classes: they are the submerged part of the iceberg. Only a very small percentage are full-time. There is virtually no profession of teacher in adult education. It is an accident. There is however a large and expanding profession of adult education administrator - the people who initiate and organize the programs, attend the meetings of the N.U.E.A. and the A.E.C. and sometimes find time in their busy schedules to teach a course. There is in fact a growing dichotomy between the two halves of the profession and the split is accompanied by a dangerous imbalance; for measured against a small, vocal, full-time administration of growing professional importance is an enormous part-time teaching faculty with little or no professional feeling, nor the present possibility of developing one.

Fourteen years ago the Center for the Liberal Education of Adults put out a report in which there was comment on this split, this geographical and psychological separation through which teachers had limited opportunity or motivation to communicate about common issues with each other, the evening college administration, or the adult students. The report emphasized the "need to achieve a unified and interested faculty, informed about its own activities and about the relevant needs and attitudes of administration and students." (1)

(1) Patterns of Liberal Education in the Evening College, p.66,etc.

In order to try and discover how relevant these remarks were to the New York area and elicit some of the opinions of this elusive labor force, a questionaire was prepared. This was sent initially to 400 of the faculty of New York University and then to 600 faculty members of the other universities and colleges. Distribution was through the dean, and was sent to the first 25 names on the department mailing lists. The response was not enthusiastic; 144 returns from N.Y.U. and 108 from the other colleges and universities, making a return of 252 out of 1,000. As only three of these were from community colleges they were removed from the survey, leaving 249 total. This was a low response; however, as can be seen from the charts, a useful profile is provided to the teacher in the field and to his opinion of some aspects of his work. Note that the results are combined except where the return would be warped or unbalanced by the N.Y.U. figure. It must also be remembered that these are the opinions of the teachers, not necessarily a guide to what is actually true in the universities.

The most obvious factor that emerges from the profile (Chart 1) is that adult education is employing in its services a great and diverse amount of talent. Here are doctors, lawyers, works managers and housewives, editors, architects, librarians and artists - all engaged in teaching and more than half of them have no specific training in this art. Perhaps George Bernard Shaw's famous aphorism should be changed to "those who can, teach" for obviously this huge amorphous group is getting on with the job.

The subject of training adult education teachers is a thorny one with administrations; as one dean commented, "The university doesn't train it's teachers; why should I?" Neither is it a very popular idea with the teachers themselves (Chart IIB); 160 of those answering the survey thought of themselves as fully trained. Yet here we have an expanding field of teaching - almost every dean admitted to recruiting problems - based on the whims and fancies as well as the skills of a constantly changing group of enthusiastic amateurs.

The survey showed that of 249 teachers only 10 had any special training in adult education and 4 of these were full time. Some 148 teachers indicated that they were in adult education because they were interested in the subject they taught. "Here is an opportunity to share that interest with other enthusiasts." (*)

Whether the initial enthusiasm for adult teaching remains, seems very chancy. Apparently one jumps in and does it. Another dean remarked, "The students will soon get rid of a bad teacher. They don't go to his lectures; so we don't repeat the course." Few members of the full-time teaching profession would like to be judged by their first attempts at teaching, or perhaps by their students under any circumstances.

Adult education is going to require many more teachers in the future and already in New York some colleges do have difficulty in recruitment. It is also a field which spends a lot of time and energy in thinking up ways and means to upgrade the knowledge of other professions. It is time a great deal more effort was made to initially prepare its own teachers for their work. Whilst there is a professional course at Teachers College in adult education producing would-be administrators there is no university or college in the area which provides even a short formal course of training for its actual adult education teachers. Very few have no initiation at all, but it is mostly on the level of an interview or as one teacher graphically summed it up "just one meeting and a manual." (*)

Initial orientation and training is important but if the part-time faculty is to feel an integral part of the department, there must be a constant effort to involve them in a meaningful way.

It is often in the second year of teaching that cross exchange of opinions on method and aims can be most helpful and provocative. Faculty meetings must be exciting and challenging in content if they are to attract a large attendance.

(*) Throughout chapter indicates quotation from Survey of Teachers in Adult Education

Coffee or sherry-drinking social meetings are not sufficient. Meetings should be subsidized by the department as a very necessary part of general expenditure, and of course, given free to the teacher. The comments added to this section of the survey were illuminating. Whilst 105 felt no lack of communication at all, "I get along without staff interference very well, thank you" (*), a large number (70) made no reply at all, but 65 did desire some further exchange: "We come. We say 'Hello, how's your family' to our colleagues. We teach. We leave," (*) was how one teacher summed it up. Another put it even more forcibly, "The relationship between faculty and administration is strained and unfortunate. There is no 'faculty', only a collection of individual teachers offering individual courses. There is not enough supervision of those teachers who would benefit by it and, it is claimed, no standards for appointing teachers. Everyone says that the administration doesn't know what's going on, and this may or may not be true but the administration provides the 'hall' and the audience - the rest is up to the teacher; its a challenge." (*)

The method of exchange where the individual teacher seeks interviews (66) or where there are "periodic staff meetings" (74) - Chart II F seems to be verging on the haphazard. "Nobody seems really concerned," (*) "Night instructors are not consulted about anything." (*)

Many administrators are deeply concerned. One dean said he felt that there should be more discussion of teaching techniques but "we draw on the most distinguished members of the faculty and industry and it just would not be appropriate," whilst another had made plans for a series of dinner meetings but could not get the financial backing needed from central administration. Dean Walton at Columbia (with full-time staff) has run a series of symposia to bring people together who are teaching the same discipline to talk about the teaching of adults. Next year he hopes to have a series of seminars for faculty where educational psychologists will discuss special problems in adult teaching.

The difficulties are great and the response to effort is not always encouraging, but the universities must be persuaded that this is an area where money should be invested. These courses should be offered as a free service to the teachers.

Certainly we have only the haziest knowledge of the standards of teaching. The 'student attendance' measure of success is not a very accurate guide even in non-credit classes. It is amazing what sutdents will bear with, especially when they have paid their money.

"At the very least if the conditions under which adult education continue to develop remain essentially as they are now, adult education is soon bound to match elementary, secondary and higher education in size and significance. It will continue to be a dynamic field to observe and an exciting field to be in but it will be tied to a set of assumptions about the nature of learning that have not changed substantially since they were formulated in the middle ages." (2) Adult education may become more efficiently organized but the actual teaching will become more and more haphazard unless more notice is taken of the teachers. Since the main reasons given by deans for the lack of training and discussion programs are insufficient money and insufficient interest on the part of the teachers a solution would be to devise a centralized program. Such a program could be sponsored and publicized by all the universities and colleges in the area and presented in say three geographical centers. It could, if devised with imagination become a yearly event of great importance for adult education in New York. If training programs and discussions of teaching techniques were more common perhaps in future a Dean would say, "Of course we have in-service training. The university doesn't, but our teachers are better."

(2) M.S. Knowles, The Adult Education Movement in the United States, p. 272

Another important aspect of this problem is the need for more full-time teachers whose profession would be adult education. The problem of full-time versus part-time faculty is a thorny one tied up with financial complications and tenure difficulties. Dean Allen Austil at the New School summed it up, "It is increasingly difficult to get the staff you want and the quality. There is an increasing position being taken by the universities in New York that their staff can't teach anywhere else. Full-time faculty is not the complete answer as it is expensive and there is a need in adult work for flexibility, which doesn't suit full-time appointments. However, on the other side, without full-time faculty there is a lack of academic stability. If one could afford it, the answer might be to have some full-time personnel on short-run contracts, but this couldn't be done without a subsidy." Certainly a basic core of full time appointments in each discipline could do much to supply the professional and academic backing which is needed.

Of those answering the questionaire only 22 said it was their planned profession and 16 of these were full-time in adult education already. However, an interestingly high proportion showed a willingness to enter adult education full-time if they were given the opportunity (Chart I F). By some of those who said no, salary was given as a deterrent factor, but for most of them their own job quite naturally was the main focus of their working life.

The answers in Chart III on various aspects of teaching and teacher student relationships show a conservative approach but also a considerable willingness to give extra time to what is obviously a most rewarding part time occupation. For many teachers it is the friendship and enthusiasm of the students that makes them continue this work: 115 teachers said they gave voluntary tutoring sessions and 163 had some sort of out of classroom contact (Chart III L).

Some of these were highly critical of the lack of provision for such meetings and many thought there should be more activities to bring staff and students together. "Some of the best relationships and most serious discussions have been in the local tavern." (*)

It is fair to say that if many of the teachers are out of sight of the administration the students are often even further away. Only 20 faculty members thought that students had any influence on course initiation (Chart III A). In the long run the students will decide whether a non-credit course succeeds or fails, but they have much less impression on credit courses. Deans talked of "the grape vine" and how vocal their students were but there is no university which uses the talents of its adult audiences so that they can formally share program planning and curriculum building. Special Degree Programs at Queens and Brooklyn and N.Y.U. stand out in contrast in that the students actually help to formulate their own programs. Certainly the student is a vital ingredient to all program planning and one which is often forgotten. Much more research should be done on the needs and attitudes of the students.

The teachers in the survey seemed satisfied with the status quo (Chart III D.E.F.J.). Most of them thought the best length of course was the one which they happened to be teaching and they seemed very content (at least on paper) to leave the mechanics of running the classes to the administration. Classrooms whilst not ideal were adequate for most. Criticisms were usually concerned with lack of modern equipment and bad blackboards. Tuition fees were thought to be just right by 137 and too low by 26. Many of those who thought they were too high voiced concern for more scholarships to be provided for the needy. There was a strongly rooted belief put forward by many that "students won't work unless they are paying to the extent that it hurts," (*) Since 226 thought that students come from the middle and affluent income group (Chart III K) it is debatable as to how many it is actually hurting.

It is fair to say that the problems discussed in the previous chapters will be a lot longer in the solving if the administration continues to be cut off from the teaching part of the enterprise. The Administrators must acknowledge the difficulties of the part-time teacher and start from there. However concerned the inner-ring may be as to the problems at hand, their discussions amount to nothing if the labour force is not included.

Nor is the onus on the administration alone, the teachers also must realize that to be involved in adult education is more than just a part-time job. It is an opportunity to influence society and as such has demands beyond the classroom. The faculty must be more vocal, and those who feel that they want guidance should ask for it more loudly.

In 1964 President Johnson asked the now much quoted question "Why not an Urban Extension service operated by universities across the country and similar to the agricultural extension service that exists in rural areas?" New York has no need to create such a force. It already exists in the thousands of teachers now involved in adult education throughout the city. Here is a potential instrument of change in this complex urban mess which has hardly been exploited at all by the universities.

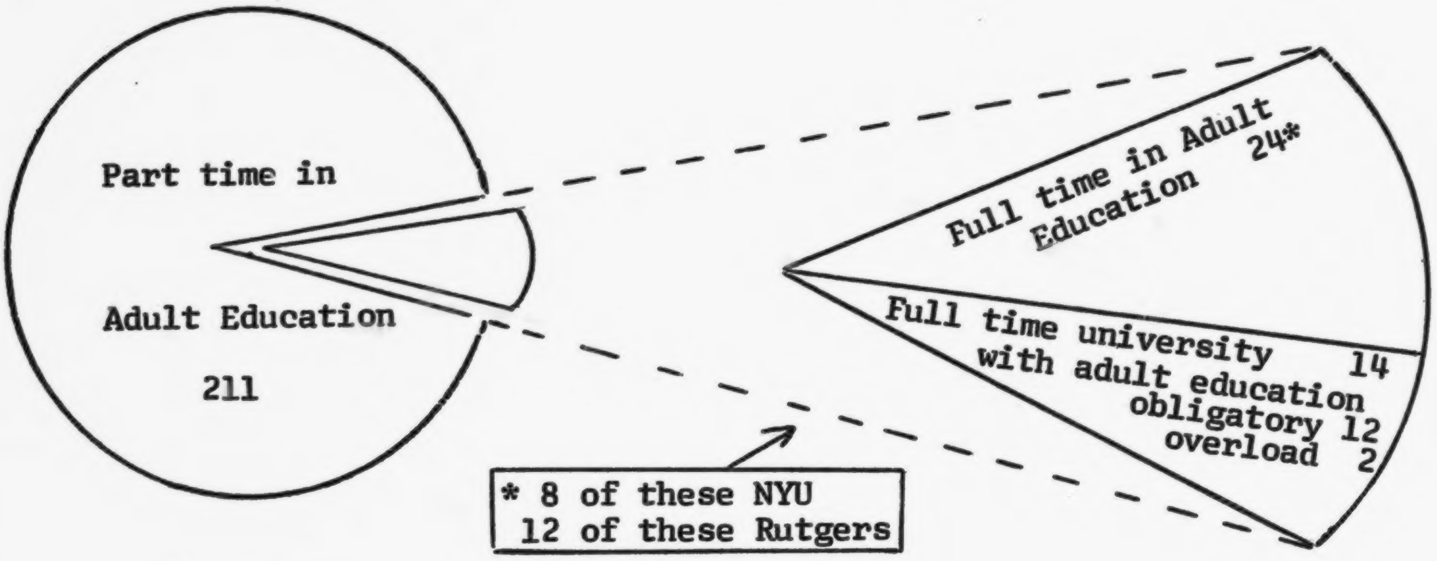
RECOMMENDATIONS

1. Initial orientation for every new teacher in adult education.
2. Regular faculty - administration meetings to foster professional feeling amongst the teachers and knowledge of the over all philosophy of the department.
3. Workshops, seminars, and refresher courses on methodology and course content in individual disciplines which should be inter-university in character, thus bringing together adult teachers from the whole region to discuss mutual interests and problems.

CHART I

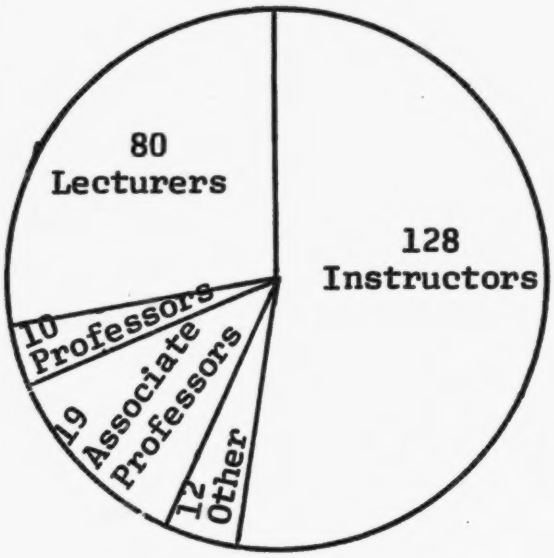
I. A PROFILE OF THE TEACHERS IN ADULT EDUCATION WHO ANSWERED THE QUESTIONNAIRE: AGE, RANK, AND COMMITMENT - out of total 249

A. Full versus Part time



* 8 of these NYU
12 of these Rutgers

B. University Title



C. Age

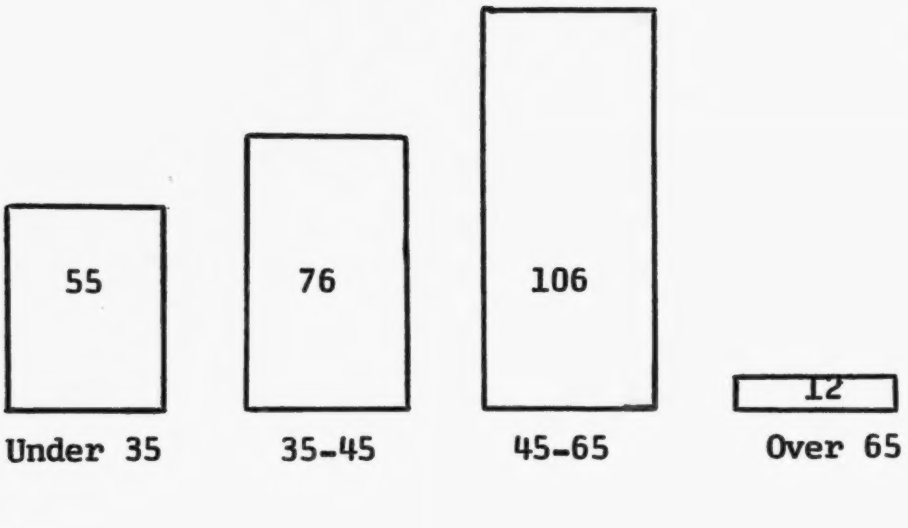
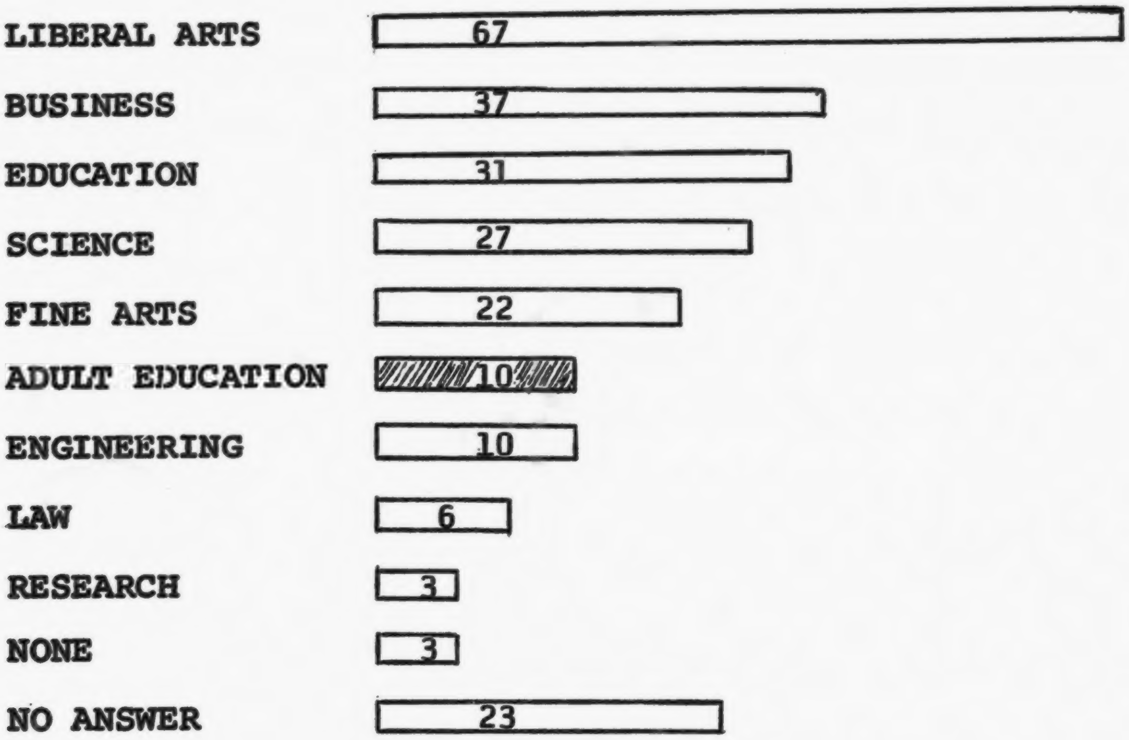
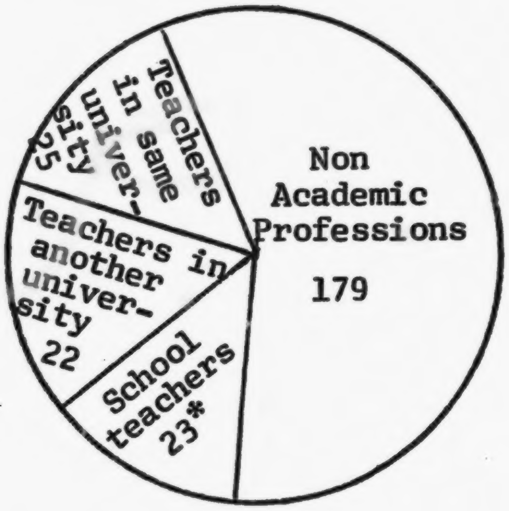


CHART I (Cont.)

D. FIELDS IN WHICH THESE TEACHERS HAVE SPECIAL GRADUATE TRAINING



E. ACADEMIC AND NON-ACADEMIC BACKGROUND



*21 High School
2 Elementary

F. TEACHERS WHO WOULD ACCEPT FULL-TIME APPOINTMENT IN ADULT EDUCATION IF OFFERED

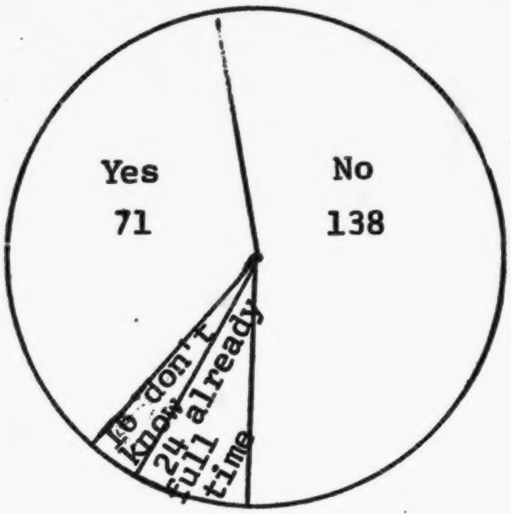
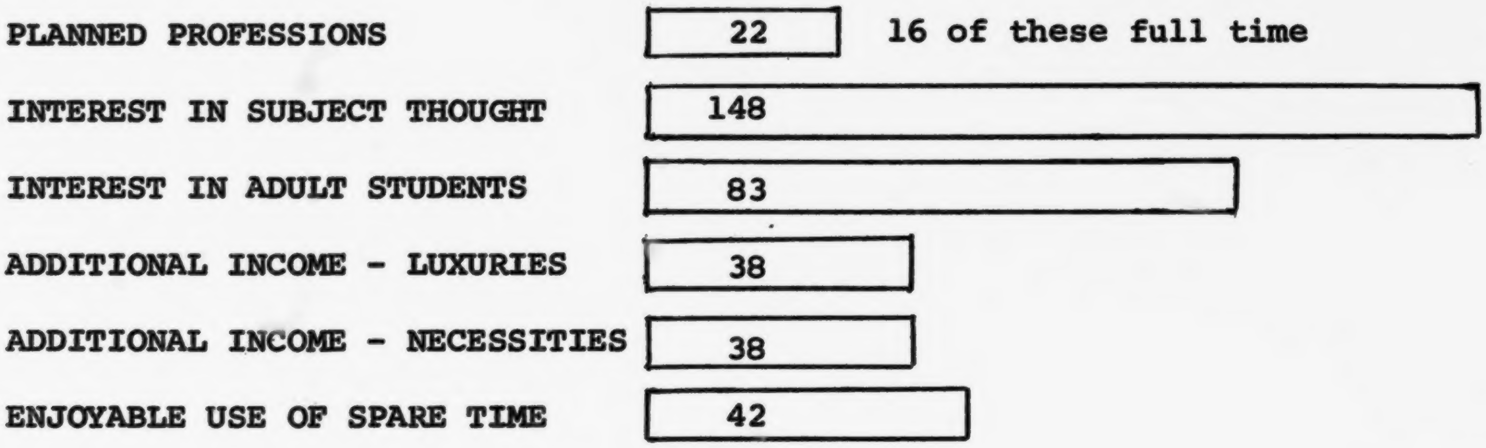
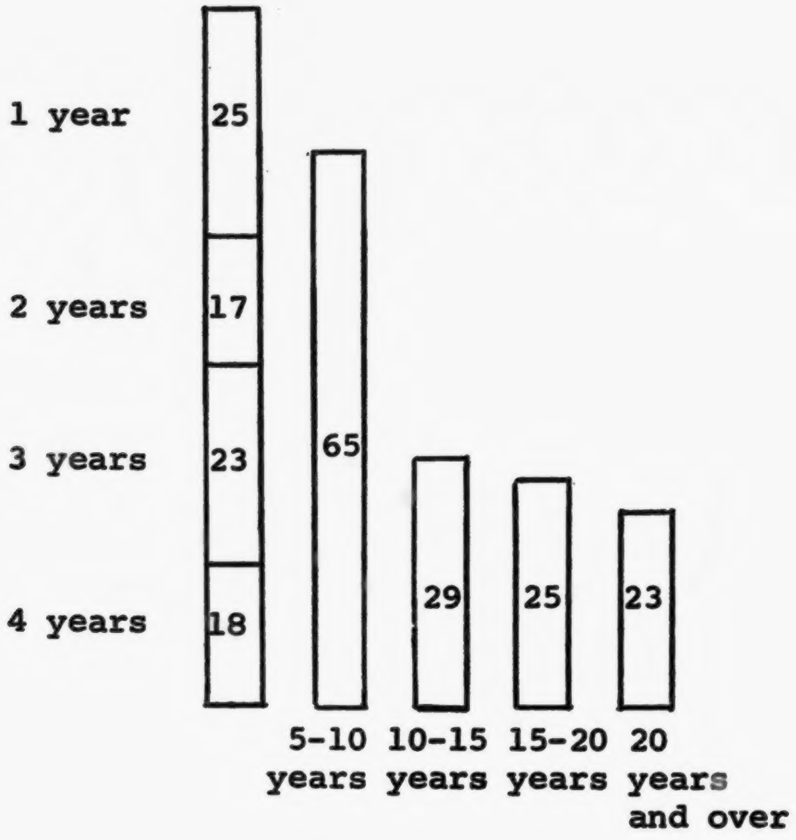


CHART I (Cont.)

G. PRIMARY REASON FOR TEACHING IN ADULT EDUCATION (Multiple answers)



H. EXPERIENCE IN ADULT EDUCATION



(No answer 24)

CHART 11 GENERAL RELATIONS WITH FACULTY & ADMINISTRATION

A. In Service Training (out of total 249)

	N.Y.U.	Other	Total
Formal program provided by A.E. Admin.	14	6	20
Informal discussion as required	64	19	83
None provided	48	57	105
Don't know	15	5	20
No Answer	3	18	21

NOTE 146 of total 249 have no knowledge of training

B. In-service Training is Not Required

I am fully trained	160
Is desired but no time for it	15
Would be appreciated by me	29
No answer	38
Don't know	3

C. Reciprocity of Ideas and Techniques

Do you feel your effectiveness as a teacher is hampered in any way by lack of communication on the part of:

The Teachers	15
Teachers - Administration	32
Central Admin. - A.E. Admin.	18
No Answer	70
Not hampered	105

D. Is there opportunity provided for faculty - administration idea exchange

	N.Y.U.	Other	Total
Yes	61	36	97
No	13	27	40
Some	35	26	61
Some but inadequate	27	7	34
No answer	8	9	17

E. Exchange of ideas is encouraged in the following areas:

Program planning	105
Student admissions	27
Teaching methods	58
Student evaluation	23
Courses to be taught	92

CHART II (Cont.)

F. What is the method of such exchange?

	N.Y.U.	Other	Total
Frequent conferences with administration	20	18	38
Individual teacher requests interviews	40	26	66
Resident conferences	1	2	3
Periodic Staff meetings	53	21	74
Don't know	1	2	3
No answer	31	34	65

CHART III STUDENTS AND CLASSES (out of 249)

A. Who initiates the courses (multiple answers)

	N.Y.U.	Other	Total
Adult Education Administration	87	50	137
Teachers	39	41	80
Department Head	32	32	64
Student overtly	4	1	5
Students indirectly	10	5	15
Don't know	3		3
No answer	4	4	8

B. Class Size Determined by

	N.Y.U.	Other	Total
Administration	99	80	179
Teacher	5	11	16
Administration plus Teachers	8	4	12
Don't know	3	20	23
No answer	8	18	26

C. Minimum required to open course varied from 1 - 20

No answer and Dont know - 100

D. Tuition

Do you think fees are:

	N.Y.U.	Other	Total
Too high	41	22	63
Too low	8	18	26
Just right	79	58	137
Don't know	16	7	23

CHART III (Cont.)

E. If you feel there is a segment of the Community which is not attending your A.E. program because of inability to pay fees, would you favour special courses offered

	N.Y.U.	Other	Total
Without fees	9	13	22
With very low fees	54	29	83

F. Classrooms are

	N.Y.U.	Other	Total
Ideal	5	8	13
Adequate	93	78	171
Substandard	35	16	51
Insufficient for program needs	7	7	14

G. Courses taught are primarily (Multiple answers)

	N.Y.U.	Other	Total
Vital	39	26	65
Worthwhile	98	79	177
Program fillers	4	1	5

H. Are Students given an opportunity to evaluate courses?

	N.Y.U.	Other	Total
Yes	90	39	129
No	33	45	78
Don't know	9	1	10
No answer	12	13	25

I. The Major Cause of cancelled courses is (multiple answers):

	N.Y.U.	Other	Total
Poorly planned programs	8	2	10
Insufficient publicity	49	24	73
Misplaced publicity	20	7	27
Public apathy	23	20	43
Disinterested administration	8	3	11
Poor Teaching	3		
Don't know	23	19	42
No answer	36	22	58

CHART III (Cont.)

J. Is Adult Education Reaching the students it should reach

Yes	88
No	11
Partially	94
Don't know	43
No answer	13

K. Students Income level (multiple replies)

Estimated low	11
Middle Class	197
Affluent	29

L. Student Teacher Relationships

Limited to office hour conferences on student progress	18
Tutoring sessions required by Administration	3
Voluntary tutoring sessions	115
Informal coffee hours	27
Non	69
No answer	17

CHAPTER V

"The direction of the development process of which the adult educational field is now in an early stage would be toward a unified field in which:

(1). Each component part is developed to its full potential and has a clearly defined role.

(2). All component parts subscribe to a core of common aims, are in communication with one another and plan co-operatively in regard to mutual objectives.

(3). The field is co-ordinated by a national organization which is truly representative of the component elements of the field." (1)

Is it reasonable to think that the objectives listed above could become a reality for the complexities of adult education in a metropolitan area as huge as that of New York? Is it realistic to think that the private colleges could co-operate with each other, the city and the state and still guarantee their livelihood? These are the problems which have to be acknowledged when we talk of planning and co-operation. Knowles was talking about the whole adult education scene throughout the nation. We are discussing just one section of the field in one sector of the country, and yet the prospect is gloomy. There is a tremendous amount of good will for the idea of joint programs, more communication, and co-operation but to find actual examples is not easy. Nevertheless, there are certain ecumenical straws in the wind, caused partly by the increasing importance of the Community Colleges, partly by the arrival of the State University on Long Island and partly by the opportunities of government subsidies. As a Dean of a private college put it, "If we don't co-operate eventually, we will die."

There is also the harsh reality that if we continue to be human ostriches, what is complex and confused now is bound to become incomparably more so as this region grows to its estimated 20 million at the end of the century.

(1) M. S. Knowles, The Adult Education Movement in the United States, p. 261

One area where universities could fruitfully co-operate is in non-credit courses and post-graduate courses for adults. Continuing Education Centers could be set up, to be run jointly by universities with interests in a specific local region. An obvious geographical location is Long Island where such Centers could be situated along the Island organized perhaps by and using the resources of Adelphi, Hofstra, Long Island University, and New York University and co-operating with the adult schools and local organizations. The Community Colleges of Nassau County and Suffolk; The State University at Farmingdale, Stonybrook and Westbury; The International Studies and World Affairs Center of the State University could all make contributions. The Centers could have a small permanent staff and draw from available faculty within the co-operating universities. Such a focal point for effort would eliminate duplication of program or wasted enterprise, such as the Hofstra-Adelphi attempt to put on a non-credit program in 1963. To the community involved it would be a physically recognizable source of university interest as opposed to, this or that campus, the local bank vault or high school. It would in fact be a building specifically for adults, not for adults when somebody else was not using it. Finally, it would be economical in that its value would be vastly more than the actual resources given to it by each university.

One of the most comprehensive examples of planning in the region is that of the State University at Stonybrook which has a master plan which is of interest in this context. Three special centers are to be founded, devoted to educational research and development and manned by faculty members who will carry joint appointments in regular departments and who will spend instructional or research time in the centers for indefinite periods. The three centers are:

1. An Instructional Resources Center that will develop new techniques for the improvement of education by utilising computer assisted learning, testing laboratories and experimental classes, closed circuit T.V. and audio visual aids of all sorts.

2. A Center for curriculum development to prepare improved teaching materials and programs for new courses to be given and tried in the third center and elsewhere.
3. A Center for Continuing Education which will provide courses and programs for the continuing education of professional groups as well as for adults in general.

Stonybrook, Long Island is the site of "The Center for Continuing Education" planned initially "not for the undergraduate or graduate student at the beginning of his career, but for the professional person coping with the obsolescence of his training." The Center is an attempt to cope with one of the major problems of learning to-day. "Social change has reached staggering proportions and the challenge of education lies precisely here, that the educated man of yesterday too easily and too quickly becomes the mal-adjusted man of today, and the culturally illiterate misfit of tomorrow." Inspired by the model of the Japanese Science Education Centers (as reported by Bentley Glass in Science, Oct. 14th, 1966) there will be both concentrated courses of 30 contact hours in a single week of full-time study and extended courses of 300 contact hours of full-time study in a complete semester. Already planned are a Master of Liberal Arts Degree, A Master of Arts in Teaching, "Professional renewal courses for engineers," and "Special courses for Science writers."

This is an excellent example of the sort of long-term planning which is going to be more and more important in continuing education, for this Center is an integral part of a system which feeds ideas backwards and forwards through the different group centers, the university as a whole, and the community.

Is there any possibility that the New York metropolitan area might one day have a major program of adult education involving the universities in a mutually profitable capacity?

There already exists in New York a Center for Urban Education (up to University Level) sponsored by eight of the largest universities in the region, originally floated on money from foundations and now financed by the Office of Education under Title 4 as a regional research laboratory. So far, solely concerned with public school education the Center is involved in research, information, and achieving better communication between the educational practitioneer, policy maker and scholar. It is a fine example of what co-operative effort can achieve. A similar CENTER FOR CONTINUING EDUCATION, backed by all the universities and colleges in this report (and any other interested) in contact and co-operation with such local agencies as the Regional Plan Association and the Adult Schools, could revolutionise the Local adult education scene. Many of the recommendations of this report concern communication between the universities on various levels, they also involve planning. Such a Center if effected as soon as possible could act as agent for all these aspects of the report and many more - not that at one stroke of a magic wand all problems would disappear but that lines of communication would be opened where previously they did not exist.

Therefore, this, the final recommendation, is in many ways the key to all the rest. It was agreed to in principal by all except three of the deans interviewed and by far the majority were enthusiastic.

RECOMMENDATIONS

That the presidents of universities and colleges involved in this report, together with the deans of adult divisions, should take immediate steps to set up A CENTER FOR CONTINUING EDUCATION IN METROPOLITAN NEW YORK to be in operation by January 1st., 1969. The purpose of the Center should be:

(a) To stimulate and co-ordinate the adult education activities of the universities and colleges of the region.

(b) To foster co-operation between the universities and colleges and also between all promoters of adult education in the region.

(c) To promote research, especially in the field of urban problems and adult education.

(d) To be a clearing house for information and to publish an Annual Directory of Adult Education in the region for use by the professional in the field.

PART II

I. PROFILES OF COLLEGES and UNIVERSITIES

Adelphi University

Adelphi-Suffolk

The City University of New York
    Brooklyn College
    City College
    Hunter College
    Queens College
    Bronx Community College
    Kingsborough Community College
    Borough of Manhattan Community College
    New York City Community College
    Queensborough Community College
    Staten Island Community College

Columbia University
The Cooper Union
Fairleigh Dickinson University
Fashion Institute of Technology
Fordham University
Hofstra University
Long Island University
    Brooklyn Center
    C.W. Post College
Nassau Community College
Newark College of Engineering
New School for Social Research
New York Institute of Technology
New York University
Pace College
Polytechnic Institute of Brooklyn
Pratt Institute
Rutgers, the State University
Suffolk Community College
Sarah Lawrence College
Seton Hall University
Westchester Community College

2. PROGRAMS GEARED ESPECIALLY TOWARDS WOMEN

3. PROJECTS FINANCED UNDER TITLE I

4. SPECIAL DEGREE PROGRAMS

Institution

Adelphi University
School of General Studies,
South Avenue,
Garden City, LI, NY.,
516 PE 7 - 2200, ext. 219

President

Arthur W. Brown

A.E.Contact

Richard Clemo

Background

Founded in Brooklyn and chartered by the State of New York in 1896 as Adelphi College, Adelphi University was the first degree granting liberal arts institution of higher education on Long Island. It is private, non sectarian and co-educational.

In 1929, Adelphi moved from Brooklyn to the present Garden City site.

In 1963, Adelphi was declared a university by the Board of Regents of the State of New York.

Founded in 1951 the School of General studies University College offers degree and special programs in the undergraduate evening and summer sessions.

Tuition and Fees

Tuition per credit	$ 44.00
University fee:	
program of 1 to 7 credits	$ 15.00
program of 8 to 13 credits . . .	$ 30.00
program of 14 or more credits . .	$ 40.00

Institutional Data 1965/66

Classes:	
Degree Credit	378
Non-credit	2
Total	380

Registrations:	
Degree Credit	5998
Non-credit	278
Total	6276

Students:	
Male	2307
Female	632
Total	2939

Institution	Adelphi-Suffolk College, School of General Studies, Oakdale, Long Island, N.Y.
Dean	Allyn P. Robinson, Dean of Adelphi-Suffolk College
A.E.Contact	Donald E. Collins, Dean of the School of General Studies
Background	Adelphi Suffolk College was established in 1959 as the first degree-granting liberal arts college in Suffolk County. Its first classes were held in temporary quarters in the former public school building in Sayville, with fifteen students enrolled as undergraduates. However, the School of General Studies of Adelphi University had been offering higher education in Suffolk on an extension basis since 1955. In September 1963, the School of General Studies of Adelphi Suffolk College was established to offer evening courses on the Suffolk campus; it moved to its present campus in Oakdale in January 1963. The college had an enrollment in 1966 of more than 1,300 students in day, evening, under - graduate and graduate programs. As an institutional branch of Adelphi University, Adelphi Suffolk College has its own faculty and administrative officers. It is private, non-sectarian and coeducational.
Program	The School of General Studies at Adelphi Suffolk College offers the following programs: 1. A two year program leading to the Associate's degree. 2. A four-year program leading to the Bachelor's degree in Business Administration, American Civilization, and Science and Mathematics. This last degree is offered jointly with the day division. 3. A graduate program leading to certification for teaching in Early Childhood, Elementary, or Secondary Education. 4. An Undergraduate-Graduate Teaching Internship program leading to a Bachelor of Arts degree in American Civilization and a fifth-year teaching internship. This internship is usually credited by school districts as a year of teaching experience and can include as many as 18 credits toward permanent certification and the Master's degree.

Program (Continued)

5. Special offerings for those who wish to further their knowledge of a particular field without taking a degree.

6. An expanding program of Continuing Education for Adults - short-term, non-credit, low fee courses taught on the college level by members of the College faculty.

Tuition and Fees

Tuition per credit	$ 44.00
College fee (not refundable):	
Full time students (program of 12 or more credits per semester)	$ 40.00
Part time students (program of 5 to 11 credits per semester)	$ 25.00
Part time students (program of 1 to 4 credits per semester)	$15.00

Non-credit programs: approximately $20.00 for 8 sessions.

Institution	The City University of New York
Chancellor	Albert H. Bowker
Constituent Colleges	Brooklyn College City College Hunter College Queens College Bronx Community College Kingsborough Community College Borough of Manhattan Community College New York City Community College Queensborough Community College Staten Island Community College
Background	The City University of New York dates from 1847 when the first of the municipal colleges was established by a referendum of the people of New York City. By a majority of six to one they voted for a Free Academy, later to be known as the College of the City of New York and since 1926 as the City College. For one hundred years the City of New York was the sole support of this and the three other municipal colleges opened during this period. The unique tradition of free tuition to undergraduates was established from the beginning. In 1961 the "municipal system of colleges," by that year numbering seven, was given university status and the legal title: The City University of New York. This action was authorized by the Board of Higher Education of the City of New York and the Legislature and the Governor of the State of New York. Just as the establishment of the first Free Academy met the young people's need for higher education then, so the City University today meets the present need for advanced training to be made available to greater numbers. Since 1955 five community colleges have been established in New York City by the Board of Higher Education under the plan of the State University. Each of the community colleges offers two year programs in the technologies and in liberal arts.
Tuition and Fees	Colleges are tuition free for legal residents of New York City, see individual bulletins for other fees.

Institution

Brooklyn College
School of General Studies
Room 1415, Boylan Hall
Bedford Avenue and Avenue H
Brooklyn, New York

President

Position vacant, August 1967

A.E.Contact

Edward Spengler, Director of School of General Studies.

Joseph Goodman, Supervisor of Adult Education

Background

Brooklyn College was founded in 1930 as the culmination of a long effort on the part of the civic leaders in the community to secure adequate provision for tuition-free college education within the borough of Brooklyn. Its beginning, however, dates from the year 1926, when, under authorization of the Board of Higher Education. The College of the City of New York established a Brooklyn Collegiate Centre for men, and Hunter College of the City of New York, a branch for women. With the opening of the new college in the spring of 1930, the organizations that originally were parts of the College of the City of New York and of Hunter College, respectively, were separated from their parent institutions and merged into an independent new unit in the municipal college system, under the name of Brooklyn College.

Brooklyn College was originally in rented quarters in the Borough Hall district of Brooklyn; however, in 1935 a 42-acre tract of land at Avenue H and Bedford Avenue, was acquired by the City, and with the aid of an appropriation secured by the City Administration from the Federal Government, it was possible to commence the work of construction. The first group of buildings were ready in 1937.

President Harry D. Gideonse obtained the approval of the Board of Higher Education of New York City in 1953 for the separating of the Adult non-credit courses from the evening credit program. Both credit and non-credit courses had been the responsibility of the School of General Studies.

Background (Continued)

This separation created Brooklyn College's Division of Community Services which included adult education non-credit, audio visual services and community activities. Credit courses remained as the province of the School of General Studies.

Program

The School of General Studies comprises the Division of Liberal Arts, the Division of Vocational Studies, and the Division of Nursing Science. Most of the courses in the School of General Studies are offered in the evening. In accordance with the Master Plan for the City University of New York, the two-year associate programs are being transferred to the community colleges.

Division of Vocational Studies offers 64-credit curricula leading to the degree of Associate in Applied Science.

The Division of Nursing Science offers a 64-credit tuition-free program in Nursing Science leading to the degree of Associate in Applied Science with specialization in Nursing Science; it is designed to prepare men and women for the New York examination for licence as a registered nurse.

The Division of Liberal Arts offers the following programs:

1. Four-year (128 credit)curricula leading to degrees of Bachelor of Arts and Bachelor of Science; it normally takes about seven years to complete a four-year curriculum in the evening.
2. Four-year (128 credit) curriculum leading to the degree of Bachelor of Science in Education.
3. Two year (64 credit) curriculum leading to the degree of Associate in Arts.

The Division of Community Service has jurisdiction over several college services that do not give credit toward a degree or diploma:

The Adult Education Program offers two 12-week terms beginning in October and February.

Program (Continued)

The Community Speech and Hearing Center offers, on a fee basis, clinical speech-correction work to children and adults of the community.

The Community Children's Theater provides varied entertainment for children aged six to ten, usually on Saturday afternoons. There is an admission charge.

The Brooklyn College Concert Series presents individual artists and orchestra groups in an annual public subscription series.

The Community Service-House Plan Association Film Series presents each semester four films of unusual calibre, both foreign and domestic. This series gives the community an opportunity to view these film classics of the near and distant past under ideal theater cnnditions.

The Community Speakers Bureau arranges programs for clubs, associations, and other groups. These consist of lectures, discussions or performances by faculty members or student groups. Fees vary.

George Gershwin Theater and Walt Whitman Auditorium. The Division of Community Service is responsible for making the facilities of George Gershwin Theater and Walt Thitman Auditorium available for use by students, department and college groups as well as by the community.

Special Baccalaureate Degree Program for Adults was begun experimentally in the School of General Studies in 1954 with a subsidy from the Center for the Study of Liberal Education for Adults and is now financed through special fees paid by the students enrolled in it. It enables a small, select group of adults with extensive life experience to achieve the baccalaureate degree.

This program is under the Direction of a Committee on Admission and Evaluation which selects a limited number of Adults for admission each year. The studies pursued by the adults include seminar attendence, regular classes, special tutorial services, independent study and exemption examinations.

Tuition and Fees

Non-credit: typical fee for 12 week course . . . . $ 18.00

Institutional Data 1965/66

School of General Studies

Classes:

Degree credit . . .	1,792
Non-degree credit . .	17
Total.	1,809

Registrations:

Degree credit. . .	47,838
Non-degree credit. .	562
Total credit . . .	48,400

Students:

Male	10,519
Female	11,196
Total.	21,715

Division of Community Services

Registrations: (Fall 1965 and Spring 1966)

Non-credit program	9,500

Institution

City College
School of General Studies
138 Street & Convent Avenue,
New York, N.Y. - Area Code 212 -AD4-2000

President

Buell G. Gallagher

A.E.Contact

Prof. Abraham Schwartz - Director of School of General Studies

Background

The Free Academy which was established in 1848 was renamed 'The College of the City of New York' in 1866. In 1929 the name was changed again to The City College.

The City College now comprises the College of Liberal Arts and Science, the School of Engineering and Architecture and the School of Education located at the Uptwon Center, and the Bernard M. Barush School of Business Center.

Courses in these four constituent schools are available to students attending day, evening and summer sessions.
Evening courses are offered in the School of General Studies at the Uptown Center and the Evening Session of the Barush School at the Downtown Center.

The Evening Session was established at the Uptown Center in 1909. In the fall of 1950, the Evening Session became the School of General Studies. Among the objectives of the School, as defined by the Board of Higher Education, was the primary one of serving the educational needs of persons employed during the day, through credit courses leading to degrees in the College of Liberal Arts and Science, the School of Engineering and Architecture and the School of Education.

Program

The City College Evening Division's primary objective is to enlarge the scope of it's offerings and facilities as a community service. Its program are designed to accomodate adults in the City who might otherwise be denied the advantages of higher education because, for a variety of reasons, they cannot attend the Day Session. Its courses are scheduled to enable qualified persons employed during the day to pursue as part-time students in the evening, the same courses of study leading to baccalaureate degree in Liberal Arts Education, and Engineering, that are available to full-time students during the day. The Evening Division provides courses of study leading to the following degrees:

Program (Continued)

Bachelor of Science and Bachelor of Arts, Associate in Arts, Bachelor of Chemical Engineering, Bachelor of Civil Engineering, Bachelor of Electrical Engineering and Bachelor of Mechanical Engineering, Associate in Applied Science and Bachelor of Science in Education.

Institutional Data 1965/66

Classes:	
Degree credit	1115
Non-degree credit	10
Total	1125
Registrations:	
Degree credit	24,865
Non-degree credit	162
Total	25,027
Students:	
Male	7,713
Female	3,046
Total	10,759

Institution

Hunter College
School of General Studies
Park Avenue Campus
695 Park Avenue
New York, N.Y. - Area Code 212 WE3-6000 (Bronx)
Area Code 212 TR9-2100 (Park Ave

President

John J. Meng

A.E.Contact

Professor Edward Davies - Director School of General Studies

Background

Through the efforts of a group of educators in New York, prominent among whom was Thomas Hunter, the "Female Normal and High School" was opened on February 14th. 1870 to give young women who wished to become teachers more academic and professional training than previously had been provided. By legislative action the school became Normal College of the City of New York with Thomas Hunter as its first president. The original gothic building at Park Avenue and 68th Street was occupied in 1873.

Over the years its curriculum was expanded and developed to that of a fully accredited liberal arts college. In 1914, in honour of its first president, the name was changed to Hunter College of the City of New York. Evening classes for women were introduced in February 1917. In September 1950 the evening and extension sessions became known as the School of General Studies.

Originally, only women were admitted as matriculated students. Since World War II, however, men have been admitted as degree candidates to the Bronx campus, to the School of General Studies, to all areas of graduate work and to Park Avenue Day Sessions in 1964. In April 1961, Hunter College became part of the City University of New York.

Program

The School of General Studies:

The Hunter College School of General Studies (Park) has two primary objectives. One is to offer courses of study to persons seeking baccalaureate degrees in Liberal arts who are qualified and who cannot for various reasons attend classes during the day. The second objective is to offer courses of study to a smaller proportion of adults who wish to pursue courses for vocational and other reasons who may have already earned a baccalaureate degree.

In 1943 Non-credit courses were formed into a separate program and expanded.

Institutional Data 1965/66

Classes:

Degree Credit	1231
Non-credit	167
Total	1398

Registrations:

Degree credit	7565
Non-degree credit	23950
Non-credit	2956
Total	34471

Students:

Male	5,666
Female	13,499
Total	19,165

Institution	Hunter College - Bronx Campus School of General Studies Bedford Park & Blvd. West
A.E.Contact	Director School of General Studies - Professor Chester H. Robinson
Background	School of General Studies was opened in 1961 as a co-educational college. Its primary function is to provide academic programs of study for persons interested in earning a B.A. Degree who are unable to attend classes during the day.

Institution

Queens College
School of General Studies
Queens College
65-30 Kissena Boulevard,
Flushing,
New York 11367 - Area Code 212 HI5-7500

President

Joseph McMurray

A.E.Contact

Director - James E. Tobin
Assistant Director - Carl E. Hiller
Director of ACE Program - Joseph Mulholland (Professor)

Background

Queens, a co-educational, publicly supported liberal arts college, was authorized by the Board of Higher Education of the City of New York as the fourth of the municipal colleges on April 6th 1937. Fifty-two acres of city-owned land in Flushing and nine Spanish-style buildings which had been used by the Board of Education were transferred to the Board of Higher Education for the new college.

In the summer of 1937, the Board of higher Education appointed an instructional and administrative staff of 40. The first college year opened with the registration of 400 students on October 4th 1937. In 1967 the college has a total enrollment of nearly 21,000. Of these, 8,500 in the undergraduate day session, 9,500 in the School of General Studies, and over 2.600 in the Graduate Dvision. The instructional staff for day and evening numbers over 1,250.

To meet the needs of the national emergency in 1941, the College conducted its first summer session. From August 1943 to April 1944, an Army Specialized Training Program unit offered instruction in Basic Engineering and in Foreign Area and Language.

When the College was only a year old, afternoon extension courses were offered for the first time. The adult extension program grew until, in 1950 the designation "School of General Studies" was used for the first time. Special curricula leading to the Associate in Arts and Associate in Applied Science degrees for the equivalent of two years of full time study were introduced in the School of General Studies in 1952 and 1953. Since 1960, the School of General Studies has been offering the baccalaureate degree. Radio courses were introduced in 1958 and television courses in 1962.

Background (Continued)

The English Language Institute was established at the College in the Summer of 1945.

Program

The School of General Studies offers a diversified program, including curricula leading to baccalaureate and associate degrees, and courses and activities designed to meet particular professional, cultural, and recreational interests and needs of members of the community. Courses and activities of the School of General Studies are scheduled principally during late afternoon and evening hours and on Saturdays.

The following groups of adults are served through the programs in the School of General Studies:

Adults who are fully qualified for admission to a baccalaureate degree program and who prefer to attend the School of General Studies during the late afternoon and evening hours.

Adults who wish to pursue planned programs of study for specific professional and vocational objectives, either on a part-time basis. Associate in Applied Science matriculants in Business, Home Economics, Nursing Science and Secretarial Studies, and matriculants in the pre-engineering program.

Adults who lack certain qualitative requirements for admission to matriculate in the four-year baccalaureate program at Queens College and wish to take advantage of the opportunity to demonstrate their ability to do college work.

Adults seeking professional and vocational self-improvement and advancement through specific courses in subjects such as Insurance and Real Estate Brokerage, Advertising, Retailing, and School Records and Accounts, rather than degree programs.

Adults interested in professional and guided self-improvement on the level of fundamental skills such as reading, speech, writing, and English for the foreign born.

Adults interested in continuing their self developement through courses and programs in general education in the Arts, the Humanities, the Social and Natural Sciences.

Program
(Continued)

Adults seeking instruction and practice in constructive avocations, such as studios and workshops in painting, photography, clothing construction, voice, and modern dance.

Adults seeking to engage with their neighbors in the kinds of wholesome recreation which are within the power and means of the College to provide as a community service.

Adult Continuing Education Program:
Supervisor: Mr. Joseph Mulholland
The purpose of the Adult Continuing Education (ACE) Program is to provide an opportunity for a limited number of carefully selected adults to matriculate for the baccalaureate degree with advanced standing. The foundation of the ACE Program is a special series of inter-disciplinary seminars in the Arts, Sciences and Social Sciences. Successful completion of this series of seminars, together with courses in an approved foreign language program, will constitute from one-third to one-half of the work for the degree. The remaining number required will be distributed between the student's chosen field of concentration and grouped elective courses.

In order to take advantage of adult experience and to accelerate progress toward the degree, the basic seminars of the ACE Program provide maximum opportunities for independent learning. The seminars are under the guidance and instruction of panels of faculty members drawn from different departments, thus making available to the student expert and specialized knowledge of the wide range of subject matters.

Institutional
Data 1965/66

not submitted

Institution	Bronx Community College 120 East 184th Street, Bronx, N.Y. 10468 - Area Code 212 WE3-7000
President	James Allen Colston
A.E.Contact	Sidney Silverman - Director of Evening Session
Background	Bronx Community College was founded in 1957, to meet the growing need for higher educational facilities for the youth of the community.

The Board of Higher Education of the City of New York recommended that the Bronx Community College be established under their sponsorship as part of the program of the State University of New York. The Board of Estimate of the City of New York and the Trustees of the State University of New York approved the recommendation, according to the State Education Law, after which the new college became a reality on April 11th, 1957.

Dr. Morris Meister, Principal of the Bronx High School of Science, was named President in October 1957, and the first class was enrolled in February 1959.

The site chosen for the new college was the forty-year old Bronx High School of Science building on 184th Street and Caston Avenue in the Bronx, not immediately available until the high school occupied its new plant. Therefore, the first group of 120 students studied for six weeks in temporary space provided by Hunter College in its Park Avenue building. In March 1959 the Bronx Community College, students, faculty and administration, moved to its present main building campus.

Although the reconstruction and re-equipment parts of the project are now completed, the College still requires off-campus facilities to accomodate its full and part-time students, despite the addition in 1964 of the Nursing Center, the continued evening use of the facilities of the Bronx High School of Science, the Concourse Center, and other off-campus buildings.

In April 1961, the City University of New York became a new entity by action of the State Legislature, with Bronx Community College as one of the constituent undergraduate colleges. In November 1961, the College was accredited by the Middle States Association of Colleges and Secondary Schools as part of the City University.

Background (Continued)

In the Spring of 1963 after a full accreditation team visit, the College was awarded re-accredition. At the same time, the Engineers Council for Professional Development accredited the Electrical and Mechanical Technologies curricula. The Nursing curriculum received in 1964 preliminary approval of the National League of Nursing, pending a formal accreditation visit.

In September 1965 the College was serving 2,500 matriculated students, attending sessions from 8 a.m. to 10.30 p.m. tuition free, among whom were approximately 240 students of the City University "College Discovery Program." In addition, some 4.500 non-matriculated students were attending classes, including those that meet after 6 p.m.

A new air-space campus will provide expanded facilities for 4,800 full time and 8,000 part time students to enable the College to provide for both the needs of future students and the community as a cultural center.

Program

Courses in the various curricula are offered both during the day and in the evening, except in Nursing. Students may choose to attend individual day or evening classes, based on a priority of registration in which matriculants and senior students get first choice.

Non-matriculants may also register for day or evening classes. However, because of priority of registration for matriculants, non-matriculants usually are able to register for evening courses only.

Adult students may qualify to take courses for purpose of self-enrichment, personal growth or vocational advancement, without following the requirements of a curriculum. They may also choose evening classes to suit their convenience while working.

Institutional Data

Registration October 1965 — 4225 part time, day and evening

Institution	Kingsborough Community College Oriental Boulevard, Brooklyn N.Y. 11235
President	Jacob I. Hartstein
A.E.Contact	Dr. M. Fred Tidwell (Director of Cont. Studies) - Evening Division

Background

In June 1962, the Board of Higher Education in the City of New York, at the request of community leaders and organizations, adopted a resolution calling for a study of the need for a new community college in Brooklyn. A committee of the Board was appointed in November of the same year.

The Committee's report, submitted in March 1963, recommended that the Board Sponsor and establish Kingsborough Community College in Brooklyn. The Board approved the proposal in principle on March 18th 1963. Approval was voted also by the Board of Estimate of the City of New York on June 13th. and by the Trustees of the State University of New York on September 12th. of the same year.

Plans for establishment of the College were accelerated with the appointement of Dr. Jacob I. Hartstein, as President.

Six months later, in September 1964, Kingsborough Community College opened its doors with a faculty of 39 and a freshman class of 468 in two temporary locations - former Public School 98 in Sheepshead Bay and in Mid-Brooklyn, the Masonic temple at Clermont and Lafayette Avenues.

On October 6th 1964, Mayor Robert F. Wagner announced that the Federal government had made available the former Air Force training center at Manhattan Beach as the site for permanent campus of Kingsborough Community College, to replace the facility at Sheepshead Bay.

Re-Habilitation work was started immediately on two of the former Air Force classroom buildings on the site, in preparation for welcoming to the new campus in September 1965, a daytime student body of 1,061, three times as large as that of a year earlier.

Background (Continued)

Kingsborough in Mid-Brooklyn as well enrolled a considerably larger class for 1965-66 - 442 for a total Fall term daytime enrollment of 1503. Another 410 registered in the newly inaugurated program of Evening Studies and Continuing Education. The full-time College faculty numbered 91.

The College is a constituent unit of the City University of New York, which administered by the Board of Higher Education. It is also one of 28 community colleges affiliated with and operating under the program of, the State University of New York.

Program

The program of Evening Studies and Continuing Education, which began in September 1965, was expanded the following year with the addition of non-credit cultural and general information courses. At the same time, the number of credit course offerings was also expanded.

Courses of study are offered in the Liberal Arts and Sciences, leading to the degree of Associate in Arts (A.A.) and in Accounting, Business Administration, and Secretarial Science, leading to the Associate in Applied Science (A.A.S.) degree.

Kingsborough Community College is working to help meet the community needs for higher education and facilities; the needs of business and industry; the financial institutions, and labour and management; community and other cultural needs; the need for continuing education and the need to recruit, train and educate the culturally, socially or educationally disadvantaged, and so help make equality of opportunity an operational fact of life.

Institutional Data

Registration October 1965 (evening students) 1913

Institution

The Borough of Manhattan Community College
134 West 51st Street
New York, N.Y., 10020 - Area Code 212-582-8090

President

Murray Block

A.E.Contact

Dean Leo J. Margolis

Background

The Borough of Manhattan Community College, chartered in 1963, under the Board of Higher Education of the City of New York, is a unit of the City University of New York. Since the College operates under the Community College Program of the State University of New York, it is also a unit of the Statewide educational complex.

In February 1964, Dr. Martin B. Dworkis, then Professor of Public Administration at New York University, became President. Classes began on September 24th 1964.

Program

The Primary purpose of the Borough of Manhattan Community College is to provide well-trained graduates for the business community. In addition, the College offers a Liberal Arts transfer program, thereby making it the only comprehensive community college in Manhattan.

The college also offers a Correction Administration curriculum in cooperation with the New York City Department of Correction. Course presentations are divided between the correctional facilities at Rikers Island and the College's main mid-town campus.

The College is the only unit of the City University designated as experimental by the Board of Higher Education. Its most unusual conceptual feature has been the adoption of the quarter system instead of the traditional two-semester plan. The College is in session throughout the year. Students attend classes for three quarters and are on vacation the fourth quarter.

Linked with the concept of the quarter system is the Co-operative Education program.

This program has been co-ordinated with the needs of local business, industry, and government and provides field experiences for the students which are related directly to their courses of study.

Program (Continued)

Additionally, the College has planned this Program so that students' field experiences are con-current with classroom instruction, rather than alternated with the academic schedule.

In its first year of operation, the College received almost $500,000 in government grants under the Economic Opportunity Act of 1964 and the Vocational Education Act of 1963. These grants are enabling the College to conduct special educational and experimental projects.

Institutional Data

Registration October 1965 — 716 - part time, day and evening

Institution	New York City Community College 300 Pearl Street Brooklyn, New York - Area Code 212 - 643-8150
President	Milton Bassin
A.E.Contact	Victor Lauter, Director of Evening Session

Background

The New York City Community College was originally created by the New York State Legislature in 1964 as the New York State Institute of Applied Arts and Sciences at New York City. In February 1947 the first class was admitted. In 1948 admission was granted to those who desired to take the College's programs on a part-time basis.

In 1948 the Institute became part of the newly established State University of New York.

In 1953 the Institute became the New York City Community College of Applied Arts and Sciences under the sponsorship of the Board of Estimate of the City of New York and the administration of a specially appointed Board of Trustees. In 1964 the College was transferred to the City University of New York under the Administration of the Board of Higher Education of the City of New York.

The College has been authorised by the New York State Board of Regents to award the degrees of Associate in Applied Science (A.A.S.) and the Associates in Arts (A.A.) to its graduates. At present, programs leading to the A.A. degree are offered only in the Evening Division. As a degree granting institution of higher learning, the College has its courses of instruction registered by the State Education Dept. The City of New York and the State University of New York have approved plans and budget for the expansion of the College and as a result of this increase in facilities the College will be able to accomodate five thousand students taking part-time studies in the evening session.

Program

The Evening Division is operated as an integral part of the College. Complete programs are available to recent high school graduates or working persons who desire to change their vocational objectives or expand their vocational opportunities. Advanced courses are available to experienced persons who wish to learn the more specialized phases of their respective fields. Individual courses in the Liberal Arts, Humanities, Business, Engineering Technology, and the Physical and Social Sciences are also available to adult students.

The Extension program offers a variety of courses of a vocational and cultural nature available to persons interested in training for various technical or business specialities, improving work skills or increasing the enjoyment of leisure time. Special training programs are available to business and professional organizations, labour unions and government agencies who wish to provide "in service" training for their personnel. These special Training programs are conducted by the Extension Division at the request of and according to the specifications of, the organization or group serviced. There is a growing and expanding non-credit program.

Institutional Data

Registration October 1965 — 6535 - part time, day and evening

Institution	Queensborough Community College Springfield Boulevard and South Avenue Bayside, New York
President	Dr. Kurt R. Schmeller
A.E.Contact	George Alterman, Director of the Evening Division
Background	Queensborough College of the City University of New York was established by action of the Board of Higher Education and approval of the State University of New York on November 13, 1958. The College's first President, Dr. Joseph McMurray, was appointed in March 1959. He was instrumental in securing a 34 acre site of Queensborough's permanent campus. A faculty of 27 members was assembled during 1959-60. The College opened in September 1960 with 312 students. Dr. Dumont Kenny was named by the Board of Higher Education as the second President of Queensborough Community College in December 1962. Since that date, the Queensborough faculty has grown to 150 full time and 180 part time members. The total student body now numbers 4350 of which 1550 are day students and 2800 are evening students. The first permanent building of Queensborough's new campus was opened in September 1962. The technology building contains some of the most modern equipment in the City. It provided the laboratories and workshops required for the electrical and mechanical technology programs and on a transitional arrangement, the laboratories needed for the science courses. In the Fall of 1965, 21 portable classrooms and office buildings were erected on the campus. These buildings will be in use until the completion of Queensborough's permanent campus facilities. Construction began on the last stages of the College's permanent facilities in July 1965. The Library-Administration Building, the Science Building and a Gymnasium, now under construction, will be ready for students in 1967.

Background (Continued)

The Humanities Building, Cafeteria and Student Union and athletic fields will be ready for use in 1968. The facilities of the School Golf Club continue to be used as administrative offices, business offices, and temporary library and cafeteria. When the six new college buildings are completed, Queensborough Community College will have facilities for 4000 day students, and 10,000 evening students.

Program

The Evening Division provides educational opportunities for persons unable to attend day classes and to provide special programs directed toward meeting the needs of adults.

Matriculated Students may work toward an Associate in Arts degree in the fields of Liberal Arts and Sciences as well as the Associate in Applied Science degree in Business, Electrical and Mechanical Technology. Students may also attend the Evening Division as non-matriculated students and select courses which are appropriate to their background and needs. Other courses are also offered without credit.

Institutional Data

Registration October 1965	2140 - part time, day and evening

Institution	Staten Island Community College 50 Bay Street St. George, Staten Island, New York 10301 - Area Code 212 -GI8-9000
President	Walter L. Willig
A.E.Contact	Dr. Dorothy Mae Reeves - Director of Evening Program
Background	The Staten Island Community College is one of the locally sponsored community colleges established under the New York State Community college law. As such it is administered by its local sponsor under the program of the State University of New York. Under this program the State provides for one-third of the operating budget and one-half of the capital budget of the College, the balance being provided by the City of New York and by nominal student fees. The local sponsor of the Staten Island Community College is the Board of Higher Education of the City of New York. In February 1957 an Evening Session was started with an initial enrollment of 141 students. In the summer of 1960 the College was granted additional space at 28 Bay Street, which now houses the library. On March 12th, 1959 the Board of Estimate approved the selection of 35 acres on Staten Island for the permanent campus of the college. In December 1960 the Board of Higher Education approved a "Comprehensive Survey and Report" which provides for the development of the permanent campus. This master plan calls for an Academic Building, a Science and Technology Building, and a Health and Arts Building. The ground-breaking ceremony for the new campus was held on June 2nd 1964.

Institutional Data	Registration October 1965	1239 - part time, day and evening

Institution

Columbia University
School of General Studies
416 Lewishon Hall
New York, N.Y., 10023
Area Code 212 UN5 - 4000, ext. 3261

President

Grayson Kirk

A.E.Contact

Clarence C. Walton - Dean of the Faculty of General Studies

Basil Karp - Associate Dean of General Studies

Background

In 1784 George II granted a charter to a group of New York citizens for the founding of King's College, dedicated to instruction in "the Learned Languages and the Liberal Arts and Sciences." The founders began their work in the continuing tradition of such medieval universities as Bologna and Paris on the continent and Oxford and Cambridge in England.

King's College stood for nearly a century in downtown Manhattan, close to the present site of City Hall. Among its early students were Alexander Hamilton, John Jay, Robert Livingston, and Gouverneur Morris. During the war, when the work of the college was interrupted, both the British and American forces used its buildings for the quartering of troops. When hostilities ended, a new state charter (1784) gave the college its new name of Columbia.

In 1830 Columbia, then primarily a classical college of several hundred students instituted a "Literary and Scientific Course" with an emphasis upon science and modern languages. This was open not only to regularly enrolled undergraduates who did not choose to take the standard classical curriculum, but also to young men in trade and industry. Interestingly enough, the latter group was permitted to take such parts of the course as their time and interests allowed. A discouraging response to this innovation resulted in the termination of the experiment in 1843.

Background (Continued)

Although this attempt proved abortive, Columbia had demonstrated very early in its history a concern for part-time and non-resident students of the New York community - a concern which would prompt a series of subsequent programmes for adults in the metropolitan area. Thus, in 1883, Columbia began a series of public lectures which were to give rise to extension work and to the Institute of Arts and Sciences, a non-credit but varied fare of regular concerts, lectures, choral performances, and the like which was begun in 1913 and continued until 1958.

Columbia offered two "free courses" on architecture and biology to the general public in 1891. Public demands for a more extensive choice of courses resulted in an expansion of the offerings, and the University's extension program was begun on a somewhat informal basis in 1901. This was just five years after the Trustees had authorized the use of the title "Columbia University" in recognition of the growth of the institution. In 1897 most of the schools moved to Morningside Heights from Columbia's second site on Madison Avenue, which it had occupied for forty years.

It was in this century that the previous efforts to provide for the educational needs of adults began to bear fruit. Like the Graduate School of Business, the Schools of Dramatic Arts and of Painting and Sculpture (now the Program in the Arts) and parts of the Schools of Journalism and Library Service, General Studies grew out of Columbia's pioneering program in Extension.

Extension was formally organized in 1904, early in the presidency of Nicholas Murray Butler (1901 - 1945), partly as resident classes, partly as extramural classes, and partly as home study. Graduate courses were offered beginning in 1910.

The Home study and extramural programs were later abandoned (in the 1930's). In 1921 the name of the program was changed from "Extension Teaching" to "University Extension" the students were now referred to as "University Undergraduates", and a bachelor's degree could be earned in General Studies.

Background (Continued)

After World War II, when it was decided to regularize the extension program, General Studies was established as a degree-granting school (in 1947). Its own faculty was organized in 1951 and a chapter of Phi Beta Kappa formed in 1952. Today, as in the past, General Studies continues to offer programs in the historic liberal tradition which enables older students to secure a degree and which also provides opportunities for those non-degree students interested only in special courses.

Program

The School of General Studies is situated in Lewishon Hall a co-educational liberal arts college for students twenty-one years of age and older. It provides qualified men and women who are beyond normal college age, or who are unable to attend college full time during the day, with the opportunity to continue or resume formal collegiate study. Applicants must submit transcripts of past academic work and arrange an interview with the University Admissions Office or perhaps take an aptitude test in some instances, (holders of Bachelor's degree are excepted).

Students programs are arranged individually, for example, if he plans to earn the bachelor's degree and his high school preparation includes the requisite liberal arts subjects, he takes the usual undergraduate program. If his high school preparation is incomplete or does not consist of college preparatory work, he takes a special sequence of introductory courses which fit him for regular degree candidacy. If students are self educated in one or more subjects, they may take examinations in these subject areas and may be awarded credit toward a degree.

Every student, whether he intends to earn a degree or not, is offered the help of an adviser in planning his program.

General Studies offers over nine-hundred liberal arts courses, including instruction in thirty-eight foreign languages and special art programs in Oriental, African and Latin American Studies. The School also offers courses in the administrative arts and, through the University's Program in the Arts, instruction in the fine and applied arts. Aside from a limited number of large lecture courses, the School continues to stress the small class, most sections ranging from fifteen to thirty students.

Program (Continued)

A number of departments also offer an honors program for superior students.

Because so many General Studies students are employed, classes are scheduled not only during the day but in the late afternoon, in the evening, and on Saturday morning. A number of courses are given jointly with other divisions of the University. Aside from a few offerings at the Metropolitan Museum of Art, all classes meet on campus. Students have full access to the University Libraries, laboratories and other educational facilities.

In addition to the courses listed in the bulletin, the General Studies student has open to him many courses offered in the Graduate Faculties, in Teachers College, and in the University's other under graduate colleges. In any one term, at least twelve hundred General Studies students are registered for courses in other divisions of the University, while some two-thousand students from other divisions are registered in General Studies courses.

Tuition and Fees

Comprehensive fee

For a program of 12 or more points	$50.00
For a program of less than 12 points	$25.00
For each point, except where special fee is fixed	$50.00

Institutional Data 1965/66

Classes:

Degree credit	925 (undergraduate)

Registrations:

Degree credit	18,000

Students:

Male	3,459
Female	3,653
Total	7,112

Institution

The Cooper Union
8th Street at 4th Avenue,
Manhattan, New York
Area Code 212 AL4-6300

President

Richard F. Humphreys

A.E.Contact

Johnson E. Fairchild - Director of Adult Education

Background

The Cooper Union for the Advancement of Science and Art was founded in 1859 by Peter Cooper to be 'forever devoted to the instruction and improvement of the inhabitants of the United States.' Peter Cooper sought to create an environment wherein people from all economic levels and without any restrictions as to race or creed, might have the opportunity for self-development - and be 'aided to acquire useful knowledge and to find and fulfill that place in the community where their capacity and talents can be usefully employed with the greatest possible advantage to themselves and the community in which they live.'

Formal academic programs are provided in the School of Art and Architecture and the School of Engineering and Science. Tuition free education is offered to residents of the United States of America who qualify in the competition for admission.

Program

The Division of Adult Education:

The Cooper Union Forum is a continuation of the free evening lectures that have been sponsored by the Cooper Union since its inception. These free lectures have been famous since Abraham Lincoln gave his Cooper Union address in 1860 and they are held by tradition in The Great Hall. In recent years programs of music, dance and drama have been added, but lectures by noted experts remain the Forum's predominent feature. There is no admission charge for any Forum meeting.

Evening Courses 12-week courses on general subjects (non-credit). Registration fee of $ 5.00 per course.

Program (Continued)

The Special Curriculum in Adult Studies. A unified three year program of courses in social studies and the humanities. Intended to provide a continuing and cumulative educational experience which, although leading neither to college credit nor to a degree, is conducted on the college level by a qualified faculty. Into the curriculum are woven courses on geography, anthropology, sociology, philosophy and literature. The special curriculum consists of 24 courses. Eight courses are given each year - four currently in the fall session beginning in September and four in the winter session, beginning in January. Each course consists of 12 - one-hr. lectures given at the rate of one each week. The total enrolment for each sequence is limited to 200 persons. Registrations are accepted from members of the general public and also from those of certain trade unions and other groups.

Radio Programs:
Recordings of the Monday and Wednesday Forum meetings are broadcast on Thursday evenings 9 - 10 p.m. by Municipal Broadcasting System Station W.N.Y.C., A.M. and F.M.

Institutional Data

Not available

Institution	Fairleigh Dickinson University 176 Hackensack Street East Rutherford N.J. 07073 - Area Code 201 - 933-5000
President	Dr. Peter Sammartino
A.E.Contact	George Bambridge, Director, Adult Education Division

Background

Fairleigh Dickinson University is an endowed, non-sectarian co-educational institution offering programs on the under-graduate, graduate, and professional levels. It was organized on December 3, 1941 and opened its first campus at Rutherford, New Jersey on September 12th 1942. Its subsequent growth and development led to the opening of two additional campuses in Northern New Jersey, one at Teaneck, the other at Madison, and the acquisition of a thirty-acre Hackensack tract for the development of a Research Park.

In September 1964, Edward Williams College, affiliated with the University, was opened in the Research Park, as a two-year unit offering the freshman and sophomore years of a liberal arts program. In the summer of 1965, Wroxton College, a graduate center, was opened at Wroxton, England, in Wroxton Abbey which the University purchased from Trinity College, Oxford University. The Wayne Extension was opened in September 1965 for special programs during the day and credit courses during the evening.

The second World War had already begun when the first students were admitted to the institution. The total enrollment was 153 day and evening students. Enrollment is now more than 19,000 students.

The development of the second campus at Teaneck was begun in 1954. However, even a second campus was unequal to the task of meeting the pressures of student enrollments and in 1957 the Trustees acquired the 187 acre Twombly estate and opened a third campus at Madison.

Background (Continued)

The educational program of the institution were expanded and the original two-year junior college curricula gradually diminished in number and importance as the four-year curricula were introduced. Status as a four-year college was achieved in 1948. Then followed another period of academic growth and the New Jersey State Board of Education sanctioned full university status on June 12th 1956, and the name, Fairleigh Dickinson University was adopted.

Program

A number of special programs are conducted in the areas of science, art, writing and adult education.

Science programs for high school students and teachers are sponsored by the National Science Foundation, while a number of institutes in the sciences for research personnel are sponsored by the University.

An International Artists Seminar is held each summer at the Florham-Madison Campus, Artists from foreign countries and the United States work in their special media on campus. During the summer several public exhibitions are held at the University and in New York Galleries.

The Writer's Conference, organized by the University faculty, attracts a large group of creative writers from various parts of the country. Held at the Florham-Madison Campus during the summer, the Conference is continued in extension during the winter and spring for those who wish to submit manuscripts for evaluation.

The University offers for the adult members of the community, non-credit college-level courses both on campus and in extension. An important part of this program will be the inclusion of courses in specialized careers for mature women.

Institutional Data

Classes:
    Degree credit (undergraduate) . . . 2,727

Registrations:
    Degree credit (undergraduate) 61,769

Students: 31,886

Institution	Fashion Institute of Technology 227 West Twenty-Seventh Street New York, N.Y., 10011 Area Code 212 LA4-1300
President	Samuel L. Deitsch
A.E.Contact	Alfred B. Wagner - Assistant Dean, Special Studies and Evening Programs.
Background	The Fashion Institute of Technology, established in 1944, is a community college which offers the arts and sciences basic to the fashion industries. Its campus, constructed in 1958 at a cost of $15,000,000 is in the middle of the garment workers district in mid-town Manhattan. The college serves the nationwide community of American fashion and its allied industries, and accepts students from all states and foreign countries. It is sponsored by the Board of Education of the City of New York in co-operation with the Educational Foundation for the Fashion Industries. In 1951 it became one of the community colleges under the program of the State University of New York, empowered to award the Associate in Applied Science degree. It is a fully accredited member of the Middle States Association of College and Secondary Schools.
Program	The Fashion Institute of Technology provides higher education for those who wish to enter design, management, industrial engineering, merchandising, communications, and other areas within the fashion industries. The Fashion Insitute of Technology two-year programs are designed for high school graduates. The college also offers one-year programs, developed for the student already graduated from a junior or senior college, who needs specialized and technical preparation for the fashion industries. The college provides special studies and evening programs for part-time students.

Program (Continued)

The Special Studies Program offers credit courses for teachers in Apparel Design, Millinery Design, Textile, Science and Economics of the Fashion Business. In addition the college develops seminars for college graduates and executives in the fashion and allied industries.

The Evening Program offers curricula similar in content and semester hour credit to those of the day program, so that students who wish to matriculate for the degree of Associate in Applied Science may pursue their studies part-time during the college year or during the summer.

"The College has an obligation to serve the Community as an Adult Education center. Whether this will mean a revision of some of the present credit courses or the beginning of an entirely new branch of the Evening Session offering a variety of technical and academic non-credit courses has yet to be determined.

But if the College has an obligation to the Community as a whole, its obligation to industry is far greater. The primary objective of the Evening Session will always be to provide the fashion industry with well-trained applicants for its key positions. The needs of the industry will be aided in another direction as the Seminar Program focuses attention on new developments and special problems in the fashion industry by holding seminars for business executives." Quoted from memorandum to Middle States Steering Committee.

Tuition and Fees

New York City Residents or New York State Residents - $10.00 per clock hour, except where other fees indicated.

Example - Course meeting 2-hrs one night a week tuition - $20.00

Non-resident tuition fee $20.00 per clock hour.

Registration fee - $2.00 per semester.

Institutional Data 1965/66

Full Semester . . . . . 306 students enrolled for evening and late afternoon programs.

Institution

Fordham University
School of General Studies
190th Street and 3rd Avenue
Bronx, New York 10458
Area Code 212-933-2233, ext. 232

President

Rev. Leo McLaughlin, S.J.

A.E.Contact

Rev. Frederick L. Canavan, S.J. - Dean
School of General Studies

Background

Fordham University is a Catholic institution conducted by the members of the Society of Jesus. It was founded by the Most Rev. John Hughes D.D., the first Archbishop of New York, upon the old Rose Hill Farm at Fordham, formally opening on June 24th 1841 as St. John's College.

In 1907 an amendment to the charter by the Regents of the State of New York changed the corporate name to Fordham University.

The School of General Studies was founded at 302, Broadway after World War II and originally offered a program of credit and non-credit courses. It was designed to provide returning veterans and other adults with the opportunity of enrolling in specially designed programs that would take advantage of the educational values of their life experiences. Advance standing was granted on the basis of examinations and individual programs were worked out whereby students could take courses all over the University and combine these credits with the credits by examination to obtain a degree. This novel experiment was discontinued mainly because the Dean of the School of General Studies was given power that encroached on the power of the deans of the other schools.

Program

In 1965 the School of General Studies entered its second phase when a program of non-credit studies was started on the Bronx campus under the leadership of Father O'Neill.

The School of General Studies in September 1966 expanded its scope to include evening credit courses that lead to bachelor degrees in business administration, education and the liberal arts. This expansion (under Father F. Canavan) is motivated by the realisation that there is a growing number of adults who are anxious to begin or continue college study but who are unable to attend day-time classes.

Fees and Tuition	Non-credit	12 week course approx. $35.00, but varies with subject.
	Credit	Application fee $10.00 Tuition per credit $40.00
Institutional Data 1965/66	Registrations:	
	Degree credit (undergraduate)	329
	Students:	
	Male	302
	Female	27
	Total	329
	Conferences (non-credit)	2
	Registrations	100
	Total College Registrations	429

Note: no enrolment figure for Non-credit

Institution

Hofstra University
University College
1000 Fulton Avenue
Hempstead,
New York 115500
Area Code 516 IV9-7000, ext. 318

President

Dr. Clifford Lord

A.E.Contact

Dr. Hyman Lichtenstein - Dean of University College

Dr. Leonard Brickman - Director of Institute for Community Education

Background

Hofstra, a private non-sectarian, co-educational university was founded in 1935 and is located 25 miles from Manhattan in Hempsted, L.I. (Nassau County).

Undergraduate degrees are offered in Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration.

Graduate degrees are offered in Biology, Education, English, Literature, Foreign Languages, History, Humanities, Natural Science, Physics, Psychology, Social Science, Speech/Therapy, Theater, Master of Science in Education; Mater of Business Administration; advanced study beyond the Master's degree in Educational Administration, Foundations of Education, Instructional Communications and School Psychology, and for the Professional Diploma in Reading and Guidance.

University College (formerly The Evening Program) was established as of September 1965 to give identity to the University's commitments to the adult, part-time student.

Program

University College offers programs for students who are unable to attend day classes as full-time students. Its programs, intended primarily for part-time degree study, are adjusted to students who vary widely in age and educational purpose.

The University College is the center for the late afternoon, evening and Saturday program.

Other Activities of Special Interest:

Program (Continued)

Friday evening series - A group of special programs designed especially for evening students, their families and friends. Over the year, students receive letters announcing such program as art lectures, jazz demonstrations, poetry readings and political discussions. Admission is free.

Special dramatic and musical events:

A wide variety of concerts and dramatic events throughout the academic year. Especially noteworthy are the Annual Shakespeare Festival and the Festival of Contemprary Arts. Many events are free, and others are offered with a discount to part-time students.

Institute for Community Education:
The purpose of the Institute for Community Education is to extend Hofstra's academic resourse to the Long Island community in a manner other than by means of formal degree programs. It offers workshops, conferences, and special non-credit courses which are not usually offered within the traditional curricula. Other programs fill specific needs of professional, civic, educational and social groups.

Tuition and Fees

Tuition fee per semester hour	$43.00
Registration fee for part-time students	$10.00

Institutional Data 1965/66

Classes:

Undergraduate	867
Graduate	491
Total	1358

Registrations:

Degree credit	26714
Undergraduate	17407
Graduate	9307

Students:

Male	9267
Female	6440
Total	15707

Institution	Long Island University
Chancellor	R. Gordon Hoxie a) Brooklyn Center of Long Island Univ. 385 Flatbush Avenue Extension Brooklyn, New York Area Code 212 UL 9100
A.E.Contact	George Beebe (Provost) b) C.W.Post College Greenvale, Long Island, New York Area Code 516 MA6-1200 Dr. Roy Ilowit, Dean of Evening Division

Background

The University was founded in 1926 and formally opened on September 21st 1927. It was established in the public interest by a group of Brooklyn civic leaders.

The mission of the University was stated in 1926:
"We contemplate the broadest possible service, in the first place, to the region from which the University takes its name, and, in the second place, to all whom its influence may reach."

Although at its inception the University consisted of only a Brooklyn campus it was the aim of the founders to build a system of colleges spanning the length of Long Island-hence the name Long Island University.

To the original unit in Brooklyn have been added new units extending 100 miles across Long Island. In 1929 the Brooklyn College of Pharmacy, chartered in 1886, became affiliated with the University, C.W. Post College was established by the University in 1954 and Southampton College was opened in 1963. In 1967 the University plans to open a science and egnineering center in Brookhaven, L.I.

During the administration of Admiral Richard Conolly as President, the University undertook a major program of expansion, which in a few years resulted in a five-fold increase in enrollment and financial assets. Following the death of Admiral Conolly in 1962, John H.G. Pell, accepted an emergency appointment as the University's chief executive officer with the new title of Chancellor. Dr. R. Gordon Hoxie, President of the C.W. Post, was elected Chancellor of the University to succeed Dr. Pell on July 15th 1964.

Background (Continued)

Zeckendorf Campus, home of the Brooklyn Center, was acquired in 1950 and occupies a thirteen-acre site in the downtown section of Brooklyn. The campus is strictly urban in character and appearance. Classes are held in two adjoining eleven-story buildings and two smaller buildings. A large eight-story structure was acquired recently for conversion to classroom use. Residence facilities are provided in a modern sixteen-story building. The University also owns a large apartment development adjacent to the campus.

Program

The Adult Education program to date has been primarily an outgrowth of business programs and most of them have been scheduled in the late afternoon and evening. The administration is planning to start an Adult Education Division with a broader range of programs during the year 1966-67.

C.W. post College of Long Island University was dedicated on November 29th 1954 to serve the rapidly expanding Nassau and Suffolk County areas. The site selected was the Marjorie Merriweather Post estate located on Northers Boulevard (Route 25 A) in the village of Brookville.

At C.W. Post, the Evening and Extension Division's purpose is to enable individuals who cannot attend during the day to continue their formal education at the college level. Instead of concentrating their studies leading to a degree in four years, they may spread the work over a period compatible with vocational and family responsibilities. Or, instead of matriculating for a degree, they may take one or two courses on a non-matriculated basis.

The Evening Program also includes special undergraduate courses for adult groups, such as teachers, engineers, community or business organisations.

Part of C.W. Post College provides college-level, liberal arts education for Armed Forces-conneeted personnel. With a few exceptions, all instruction is given in evening class.

Program (Continued)

As an extension of the Evening Division of C.W. Post College, it is accredited by the Middle States Association and the New York State Education Department. The Mitchel Extension Center offers and administers courses at Suffolk County Air Force Base (Westhampton), Fort Hamilton (Brooklyn), Fort Jay (Governors Island), New York. (The Mitchel Center is terminal and is expected to cease in a year or two. Adults may audit or be non-matriculating students in most of the undergraduate programs. In addition, there are some special programs created from time to time for adults such as the Summer Art Workshop which was open to credit or non-credit students. C.W. Post is the home of the Long Island Summer Festival of the Arts which offers programs of concerts, dance, drama, opera, pantomine, and fine art exhibitions.

Center for Adult Studies: The Center for Adult Studies provides for the undergraduate student age 25 and over whose daily schedule requires that courses be taken in the morning and early afternoon.

For such mature students desiring to begin or renew college work and enroll in one or more courses during the day.

Tuition and Fees

Brooklyn Center:

Tuition per credit	$40.00

University fees per semester:

Students carrying 7-11 credits	$25.00
Students carrying 4-6 credits.	$ 5.00
Students carrying 3 or less credits. .	no fee

Institutional Data

Not available

Tuition and Fees

C.W. Post College:

Tuition per semester hour for Evening students and graduate students and Day students enrolled for less than 12 credits	$44.00
Application fee	$10.00

Institutional Data

Not available

Institution

Nassau Community College
Stuart Avenue
Garden City, New York
Area Code 516 PI 2-0600

President

Dr. Geo. Chambers

A.E.Contact

Robert Gwyder - Dean of the Evening College
Mrs. Marjorie Rabb - Director of Adult Program

Background

Nassau Community College was founded as a two-year institution in February 1959. Sponsored by the County of Nassau, it is one of 58 units that make up the State University of New York.

In 1960 the college opened with 600 students, using the west wing of the New County Court House in Mineola.

Enrollment jumped and the temporary quarters were soon inadequate. In September 1962, full time day enrollment had to be restricted to the 750 maximum. By that time there were also 2,300 part-time students, nearly all in the Evening Division and classrooms at nearby schools were being pressed into service.

In December 1962 the College moved into buildings formerly occupied by Mitchel Air Force Base (135 acres had been granted by the County for future expansion.)

Program

In the summer of 1962 the College started the first twin day and evening session in the State University. Enrollment set a new record for the system. The double summer sessions which have been made a permanent part of the program, set another record in 1965 with 7,236 enrollments that included 1,398 local students who attend 278 other colleges and universities in 41 states.

Modern career oriented curriculums were added to the liberal arts and science programs: a nursing program, new options in accounting and marketing and Engineering technology programs. Existing buildings were refurnished and remodelled into faculty offices, a dining hall, a data-processing laboratory, etc.

There is a special program for older citizens.

Tuition and Fees	Legal resident tuition part time per credit	$10.00
	Non-resident tuition part time per credit	$20.00
	Application fee	$ 5.00
	Registration fee	$ 5.00
Institutional Data	Enrollment October 1965	4869 - part-time, day and evening

Institution

Newark College of Engineering
323 High Street
Newark, N.J.
Area Code 210 - 624-2424

President

Robert W. Van Houten

A.E.Contact

Professor Clarence H. Stephens
Director of Relations with Industry and Director of the Divisions of Technology and Continuing Engineering Studies.

Background

Newark College of Engineering, instituted in 1919, is a development of the Newark Technical School, founded in 1881 by the Board of Trade of Newark and civic-minded citizens. The College is a public institution supported by both the City of Newark and the State of New Jersey and is governed by a Board of Trustees appointed by the Governor of the State of New Jersey.

Program

The College is organized under five divisions: The Day Undergraduate Division, the Evening Undergraduate Division, the Graduate Division, and the Division Technology and the Division of Continuing Studies. The Division of Continuing Engineering Studies provides non-credit short courses, conferences and seminars for up-dating practice engineerings.

Institutional Data 1965/66

Classes:		
Degree Credit		577
Undergraduate	390	
Graduate	187	
Non-credit		293
Total		870
Registrations:		
Degree Credit		10,680
Undergraduate	8,034	
Graduate	2,646	
Non-credit		6,510
Total		17,190
Students:		
Male		9,011
Female		72
Total		9,083
Conferences:		
Non-credit		26
Registrations		890
Total College Registrations		18,080

Institution

New School for Social Research
66 West 12th Street
New York 10011
Area Code 212 OR5-2700

Chancellor

Harry D. Gideonse

A.E.Contact

Dean Allen Austill

Jerome Liblit - Center for New York City Affairs

Background

The New School for Social Research was established in 1919 by a group of renowned American Scholars, including Charles Beard, Alvin Johnson, James Harvey Robinson, and Wesley C. Mitchell. Their purpose was to create a small, informal center for discussion, instruction and counselling of mature men and women, one in which ideas could be pursued in an atmosphere of unrestricted academic freedom. The New School evolved over a period of three decades into a center where the world's most distinguished scholars, thinkers and artists could share their ideas, however, heretical, with both their colleagues and the concerned laymen.

The faculty that was assembled was not merely one of scholars distinguished in their several fields, but of men who cared apassionately for intellectual freedom and were determined to preserve it. One of them, Charles A. Beard had resigned from Columbia University two years before on that very issue. James Harvey Robinson also left his chair of history at Columbia, a post he had held for many years, to be the first Director of the New School. John Dewey, Dean of American Scholars, also joined the new staff, as did Thorstein Veblen.

The New School for the first eleven years of its existence was housed in six old houses on West 23rd Street in the district known as Old Chelsea.

In 1921-22 the New School inaugurated a series of courses in mental hygiene in psychoanalysis, in behaviourist psychology and psychiatry.

In 1923, Alvin Johnson, educator, economist, writer; became the Director of the New School and held that post until 1945. In his biography "Pioneer's Progress", he states his idea for the New School was an institution "for the continued education of the educated,"

Background (Continued)

The next years brought rapid growth. Registration leaped from less than 800 in 1923 to over 3,000 in 1932. In 1930, Daniel Crawford Smith, a student businessman, made possible the acquisition of a site on 12th Street, and Dr. Johnson enlisted Joseph Urban to design a building "to house an idea."

In 1934, The New School became a degree-granting institution when it converted its University of Exile, a group of distinguished European refugee scholars, into the Graduate Faculty of Political and Social Science. The Graduate Faculty offered programs leading to the M.A., Ph.D. and D.S.Sc. degrees.

The University in Exile was an unparalleled adventure in education, but only six years later it was to serve as the model for another rescue operation. With the outbreak of World War II, once again many European scholars found themselves faced with the threat of internment, many with death. Dr. Johnson got aid from the Rockefeller Foundation and other foundations and nearly two hundred scholars were given asylum and helped to continue their careers at the New School or placed elsewhere. Two enterprises at the School, staffed by refugees, deserve special mention: Ecole Libre des Hautes Etudes, composed of outstanding French and Belgian scholars and the Dramatic workshop. After the war years both the Ecole Libre and the Dramatic workshop became independent.

A decade later, in 1944 it established the Senior College, which conducts a two-year, upper-division under-graduate program leading to the B.A. Degree. In 1959, the New School received its full accreditation as a university by the Middle States Association of Colleges and Secondary Schools. A privately supported institution, the New School for Social Research is also chartered as a university by the Regents of the State of New York.

Program

The Senior College:

The New School Senior College provides the opportunity for a limited number of mature men and women to compete the junior and senior years of undergraduate study.

Program
(Continued)

The New School Art Center:
Established in 1960 by a grant from the Albert A. List Foundation, The New School Art Center has developed a program of didactic exhibitions organized in four series.

The New School Associates:
Friends and supporters of the institution, play a significant role in New School affairs by providing a variety of services, creative ideas, and financial support, etc.

The Institute for Retired Professionals:
Director - Hyman Hirsch

The Institute for Retired Professionals, established in 1962 is designed to provide educational and cultural opportunities for persons retiring from the professions and positions in commerce, industry and public service. By returning to the atmosphere of a university, mature men and women can pursue interests which were set aside during their professional lives.

The Center for New York City Affairs:
The Center for New York City Affairs, the first venture of its kind in New York City, was established in Spring 1965 term.

The Center is designed to meet the needs of both professionals and laymen for a comprehensive program which focuses on the character, history, needs and problems of the metropolis. Through courses, seminars and lectures conducted by specialists in government, economics, education, social welfare, business administration, the arts and other fields, the Center will provide students with a thorough examination of New York City's government, people, economy and physical character. The program of the Center for New York City Affairs includes:

Seminars for Professionals and Civic Leaders.
Special Lectures and Discussions for the Community at Large.
Metropolitan Information Service.
Research and Publications.
Human Relations Center (a certificate program)

Program
(Continued)

By means of a multi-disiplinary approach, the student gains a wider perspective of his role in society and finds more freedom to experiment in a climate mutually satisfying to both faculty members and students.

Other special divisions designed for specific segments of the adult community are: The English Language Institute, which serves foreign diplomats, students and businessmen; Business Administration Center; Writing Workshop Program; East European, Russian and Chinese Area Studies and United Nations.

Under a grant from the Twentieth Century Fund, members of the Graduate Faculty have been conducting a major two year study of "Poverty in an Affluent Society."

Government policies pertaining to fuels are being studied with the aid of a grant from Resources for the Future Inc.

A major study of teacher and student attitudes in urban college and university adult education programs was begun with the support of funds made available by the U.S. Office of Education.

Graduate Degree Program.
A new graduate degree program for adults was started in September 1966, a Master of Liberal Arts, aimed at adult students who are not working toward a Ph.D. degree, and therefore are not limited to a specialization in a single academic discipline the program gives them an opportunity to pursue advanced study on a part-time basis in a number of academic areas. Tests, grades and credits will be eliminated. One comprehensive test at the end of the 3-year program measures mastery of the course of study. Programs are given in three broad areas of academic study philosophy and the arts, sociology and psychology, and economics and political science. Students study at their own pace using a syllabus that provides an outline ef areas of study and fields of concentration, and lists of required and supplementary readings. Actual attendance in class is required only in a seminar on the history of ideas arranged especially for them. On the other hand, if students feel the course work will help them to master the subject they are free to attend other courses also.

Program (Continued)

A Ford Foundation grant of $300,000 is helping to finance the experiment.

Tuition and Fees

Non-credit students	10 week course $50.00 with some variation according to subject.
General credit students	$50.00 per credit point.

Registration and Library fee combined:
(a) Non-credit students in one course of
7 sessions or more $7.00 per term.
in one course of
6 sessions or less $3.00

(b) For all credit students $10.00 per term.

Institutional Data

Classes:
Degree credit 1,084
Undergraduate 875
Graduate 209
Non-degree credit . . . 30
Non-credit 141
Total 1,255

Registrations:
Degree credit 23,072
Undergraduate 17,277
Graduate 3,795
Non-degree credit 1,159
Non-credit 4,109
Total 28,340

Students:
Male 8,072
Female 12,040
Total. 20,112

Institution	New York Institute of Technology Metropolitan Center 135 West 70th Street New York, N.Y., 10023 Area Code 212 - EN2-9100
President	Alexander Schure
A.E.Contact	Anthony Jevarjian B.S., M.A., - Director of Evening Division
Background	In 1910 the New York Institute of Technology, was formed. It is a co-educational, non-sectarian, privately supported institution of higher learning, chartered by the Board of Regents of the University of the State of New York. Programs are career-oriented toward education in the industrial and scientific technologies, applied sciences, business administration, communication arts and fine arts with strong emphasis on the humanities. Four-year course offerings lead to the Bachelor of Science or Bachelor of Fine Arts degrees. Two-year course offerings lead to Associate in Applied Science degree. In 1958, the current Lincoln Square location was purchased by the Board of Trustees to house an expanded college program. In 1960 the program was extended further and the Institute was provisionally chartered by the New York State Board of Regents as a 4-year senior college granting baccalaureate degrees. In April 1962, a permanent charter was granted to the Institute by the New York State Board of Regents. This permanent charter has since been amended to include the operation of the college at its 440-acre campus site in Old Westbury and Brookville, Long Island and at the college branch in Syosset.
Program	The Evening Division curriculum parallels the standard and requirements of the day program, containing the same high proportion of studies in the humanities, the same pre-requisites and the same course sequences. Special courses: Conferences, workshops, seminars and special courses are conducted by the Evening Division and announced at periodic intervals. The purpose of special evening non-credit courses is to provide professionals and adults with an opportunity to exchange ideas with colleagues and specialists. Participants are not required to have any specific academic background.

Tuition and Fees	Tuition per semester hour . . . .$30.00 Registration fee per semester hour. . .$15.00 Application fee $10.00
Institutional Data	none available

Institution

New York University
School of Continuing Education
No. 6 Washington Square North
Manhattan,
New York 10003
Area Code 212 - 777-2000, ext. 293

President

James M. Hester

A.E.Contact

Russell F. W. Smith - Dean of the School of Continuing Education

Background

New York University is a private university which accepted responsibility towards 'extension' from the time when Albert Galatin first President of the Council made the statement in 1830 that the university was to have two objectives. "The first is to elevate the standards of learning and the other is to diffuse knowledge and render it more accessible to the community at large." In 1908 the idea was formalized by the foundation of the university Extension Division which was charged to reorganize and administer special programs for special constituencies such as the extension centers in Newark, Paterson, White Plains, Mt. Vernon, and Hempstead. In 1934, when education was merged into the Division of General education, a total of 106 of these extension classes were offered in 48 communities in five states. Paul McGhee (initiator of the Division and its dean from 1942 - 1964) contributed more than any other person to the growth and development of the Division of General Education, which was established as a non-degree school, where through long or short courses, conferences, institutes, residential week-ends, study-discussion groups, in educational patterns of every variety adults could improve their knowledge but without reference to any degrees. "Credit" was not an ingredient of motivation. In 1965 the name was again changed, this time to School of Continuing Education as more clearly explaining the function of the school.

In November 1966, a gift from Leon Shimkin of two million dollars was announced for the conversion of the university Commerce Building to Shimkin Hall to serve as general classroom and office accomodation and headquarters for the School of Continuing Education.

There are no formal requirements for admission to most courses.

Program

The school is divided into the following departments:

Division of Continuing Education:

Consists of the 'basic school' at Washington Square and Liberal Arts in Extension. Day and Evening classes, mostly 10 sessions - usually $50.00 per course.

The 'basic school' provides classes in the arts, the humanities, the social sciences, the natural sciences and the communication arts at Washington Square. Aims to explore various aspects of contemporary life and art using the city as a laboratory.

Liberal Arts in Extension provides lectures, study-discussion, workshop and residential week-end seminar programs in the humanities and public affairs to suburban communities. Day and evening courses, usually of 10 sessions.

Study discussion courses are led by University trained non-professional leaders, typical tuition fee $18.00

The White Plains Center for Continuing Education: Acquired by New York University in April 1963, the Center now offers an increasing number of courses including liberal arts, business management and reading improvements.

The American Language Institute: Presents courses in the American Language from basic to advanced study. National Defense Education Act Institute in English as a foreign language. As well as the academic program the Institute sponsors a large and varied program of social activities for its foreign students such as tours of the United Nations, Lincoln Center and the Stock Exchange.

The Management Institute: Is devoted to the professional need for continued management education. In addition to the regular courses and seminars, certificate programs are offered in the following areas: Management, Administrative Management, Management Analysis and System Planning, Punched Card Data Processing, Computer Programming and Data Processing Analysis, Purchasing Management, Marketing Management, Personnel Management and Industrial relations, Personnel Placement Management, Supervisory Management.

Program
(Continued)

Institute of Federal Taxation: Presents an Annual ten-day Institute on Federal Taxation, (25 years old in 1966), conferences on taxation and courses.

The proceedings of the Annual Institutes are published each year.

Organizes the Women's Law Class founded in 1891 before women were admitted to law schools 'for the better protection of their rights.' Presents the facts of life and law in relation to women's every day activities and professionals, as office workers and as housewives. A Women's Law Class Certificate is awarded to those who successfully meet the requirements of the course.

Associate Degree Programs:

(a) Associate in Arts. Designed to meet the need of many adults for a clearly defined evening curriculum of general liberal education. Offers a comprehensive curriculum with topics, problems and readings chosen from the humanities, social sciences, natural sciences and mathematics. The Associate in Arts program carries 64 college credits, the equivalent of two-years of full time study. Intended to lay a foundation upon which an adult can continue to build the program calls for the student to attend 2 classes a night, 2 nights a week as well as to participate in a series of colliquia and at least one residential week-end a year. Enrollment is limited to persons over 21 who have completed an approved secondary school program or the equivalent. Admission is based primarily on personal interview and an examination designed for adults who have been away from school for a number of years. The Admission Committee is concerned with determining whether an applicant has the maturity and aptitude to enjoy and profit from the program.
Fees $50.00 per credit. The course is designed to provide eight credit hours of course work per semester. In addition a University fee of $20.00 per semester is assessed.

To help the adult student pay the tuition fee, the University co-operates in making available (1) a loan plan, (2) a deferred payment plan. There is also available a limited number of partial scholarships.

Program
(Continued)

Associate Degree Programs (Cont.):

(b) Associate in Applied Science Degree. Designed to meet the need of many adults for a well-defined part-time evening program of business education. The program will combine a basic group of liberal arts courses, a basic group of professional business courses and specialized business courses to prepare the student for work in a particular field.

All courses in the program will carry college credit, so that a student completing the Associate in Applied Science Degree will normally have earned 64 credits- the equivalent of two years full-time study. Students will be expected to attend two classes on two nights a week, a student who enters with advanced standing may complete the program in less than four years.

The Associate in Applied Science in business is a program that aims at providing an educational experience particularly adapted to the needs of the young adult who is presently employed or who is seeking a first position as a junior executive.

Fees are the same as above for Associate in Arts Degree.

Office of Special Services to Business and Industry. Co-ordinates the resources and the faculties of the fourteen colleges of New York University to help companies and business organizations meet their growing and changing needs. Classes meet at one of the centers of the university or at a location selected by the company and can take the form of short courses, workshops, seminars or full length graduate level courses.

Office of Community Service and Development. Consolidates and expands the variety of programs which have grown out of the changing demands of the social service professions which in an urban society, require educational and training programs whose curricular innovations go beyond traditional graduate and undergraduate courses. Works in close cooperation with the Graduate Schools of Social Work, Public Administration and Education on the one hand and with community leaders and leaders of social service agencies on the other.

Program
(Continued)

Office of Special Projects and Conferences. Acts as an administrative liaison between the teaching and research resources of the university and# Business, City, State and Federal Government, Churches, Labour, Public and private professional Associations and other organizations.

Center for Safety Education. Provides instruction in the major areas of accident prevention. Courses prepare people for the administration and direction of accident prevention programs and procedures.

The Reading Insitute. Offers courses for adults who wish to read faster and with increased comprehension.

The Testing and Advisement Center. Offers the services of specialists in the fields of psychology and counselling to the general public, university students, schools, professional workers and business and industry.

Town Hall. New York University's cultural center offers programs to audiences of all ages at popular prices - public concerts, opera, travelogue, ballet, special theatrical and musical productions and short courses.

Special Events. A program of poetry readings, art films, lectures on current issues, literature, etc., presented free to students and their friends.. Publication of 'Continuing Education' a newsletter for students.

Paul A. McGhee, Washington Square Chamber Music Concerts.

Sunrise Semester. Presents two televised courses each semester, each consisting of 45 lectures together with as much study and background reading as the student can do.

(a) Students can participate informally for $5.00 per course and will be given a study guide, send written questions to the professors and be provided with an examination at the end of the course to take at home and be marked by the professors.

(b) For College Credit Students may apply to Washington Square College of Arts and Science to take one or more of these courses for regular undergraduate degree credits. Each course carries 3 points of credit.
The tuition fee is $50.00 a point or $150.00 a course.

Program
(Continued)

College Preparatory Programs for Adults

Accelerated courses covering academic secondary school subjects designed to help mature, earnest and intelligent students to prepare swiftly for college entrance.

Institutional
Data 1965/66

Classes:

Degree credit	50	(undergraduate)
Non-credit	1,827	
Total	1,877	

Registrations:

Degree credit	1,028	(undergraduate)
Non-credit	31,034	
Total	32,062	

Conferences	42	(non-credit)
Registrations	2,814	
Total College Registrations	34,876	

Institution

Pace College
General Studies Division
41 Park Row
New York 10038
Area Code 212 BA7-8200

President

Edward J. Mortola

A.E.Contact

William F. McAloon - Dean, General Studies Division

Institution

Pace College Westchester
861, Bedford Road
Westchester,
Pleasantville
Rt. 117

A.E.Contact

Mr. Wade Mack - General Studies Division

Background

Founded in 1906 by Homer St. Clair Pace and Charles Ashford Pace to prepare students for the accounting profession, Pace College is a coeducational, private non-sectarian institution with offerings in day and evening classes in various schools and divisions: The School of Arts and Sciences, offering the B.A., B.S., A.A. and A.S. degrees; the School of Business Administration, offering the B.B.A. and A.A.S. degree and and C.P.A. preparation; the School of Education, providing various degree programs preparing for teaching in elementary and secondary schools; the Division of General Studies to help individual students through continuing education; and the Graduate School of Business Administration, offering M.B.A. degrees in a number of business and professional areas.

In 1963, Pace College established an institutional branch in Pleasantville, Westchester County. The new branch enrolls 400 day and 650 evening students. It offers associate and baccalaureate degree programs in liberal arts and professional areas including business administration, arts and sciences, teacher education and nursing education.

Pace College is now planning expansion of its facilities in New York City and Westchester so as to enroll a total of 10,000 students in New York City and 3,000 in Westchester.

Program

The Division of General Studies offers courses at the college level for people who do not plan immediately to study for a degree. Applicants may be accepted on the basis of high school graduation, study or another college, or experience that qualifies for the work desired. Classes are scheduled both day and evening and "Early Bird" from 7 - 8:40 a.m.

Tuition and Fees

For each credit for the day and evening students (undergraduate) $35.00

Enrollment fee of $2.00 a credit up to maximum $12.00 a semester.

Institutional Data 1965/66

Classes:

Degree credit		1,953
Undergraduate	1,821	
Graduate	132	
Non-credit		62
Total		2,015

Registrations:

Degree credit		49,157
Undergraduate	45,157	
Graduate	3,178	
Non-credit		646
Total		49,803

Students:

Male	15,568
Female	2,589
Total	18,157

Conferences . . . . 3 (non-credit)

Registrations 149

Total College Registrations . . .49,952

Institution

Polytechnic Institute of Brooklyn
333 Jay Street
Brooklyn, New York
Area Code 212 - 643-5000

President

Ernest Weber

A.E.Contact

William Lynch, Dean - Director of Continuing Professional Studies

Background

Polytechnic was founded in 1854 as the Brooklyn Collegiate and Polytechnic Institute, an academy for the education of "lads and young men." While established initially as a preparatory school and junior college with a high classical program, the Institute had as ultimate objective education in "those scientific branches which are ... of limited access but growing importance." The first president was John Howard Raymond, the founder of three great institutions - The University of Rochester, The Polytechnic and Vasar College.

By 1863, under the direction of its second president David H. Cochran, the program was enlarged "to extend ... instruction in higher science, chiefly in Civil Engineering and Mining." By 1867 the science curriculum was divided into Applied Chemistry, under a professor of analytical chemistry and electrical engineering, and engineering, under a professor of physical science and engineering. The following year the Institute was empowered to award Bachelor of Science and Bachelor of Arts degrees upon completion of a fourth year. The first degrees were conferred by the Regents of the State of New York. However, in 1889 a new charter was awarded to the Polytechnic Institute of Brooklyn, under which it was granted the right to receive endowment, to confer degrees in any field in which it provided a curriculum, and to advance instruction to all levels.

In 1908 the decision was made to discontinue the liberal arts curriculum and the institute concentrated its efforts on engineering and the physical sciences.

In 1904 the institute inaugurated a program of evening courses equivalent in standards and content to those offered in the day time.

Background (Continued)

Polytechnic was the first college to offer graduate degree programs at night in science and engineering, announcing curricula towards master's degrees in civil, chemical, electrical and mechanical engineering in 1928 and extending them to the doctoral level in 1935 in chemistry and in 1936 in chemical and electrical engineering.

The 24-year incumbency of Dr. Harry Stanley Rogers as President (1933-1957) was a period of growth and expansion as science and technology developed in the United States. During his tenure enrolments grew to almost 6000 students, research efforts were intensified and plans were made to move the Institute from the overcrowded quarters on Livingston Street to its present location in the Brooklyn Civic Center. In 1957, Dr. Ernest Weber, Professor of Electrical Engineering became president and he has re-organized the administrative structure of the Institute along the lines of a technical university, completes the move to new quarters and established the Graduate Center on Long Island.

Tuition and Fees

Evening Session:
for students carrying programs in the evening session $45.00 per semester hour. This fee covers instructional costs, use of library facilities and the division of students services.

Institutional Data 1965/66

Evening Session:

Classes:

Degree credit	755
Non credit	10
Total	765

Registrations:

Degree credit	15,310
Non-credit	250
Total	15,560

Students:	8,320
Conferences:	9 (non-credit)
Registrations:	250
Total College registrations	15,810

Institution	Pratt Institute School of Continuing Professional Studies 215 Ryerson Street Brooklyn, New York 11205 Area Code 212 MA 2-2200
Acting President	William P. Maddox
A.E.Contact	Robert Osborne, Dean - School of Continuing Professional Studies
Background	Pratt was founded 78 years ago by Charles Pratt to provide talented young men and women with an educational background suited to the needs of contemporary society. After World War I, a third year of study at the college level was added. In 1938, the Institute offered its first degree; graduate study was instituted in 1950, beginning in the Library School. Today, graduate programs are also offered in architecture, planning, art education, industrial design and engineering. The Pratt Institute Library, the first free public library in Brooklyn was established in 1887 under a charter provision permitting the trustees "to establish and maintain in the City of Brooklyn a free public Library and Reading room." When the present building opened in 1896, it contained the first children's room to be included in the original plans of any library anywhere in the world. The Library was closed to the general public in 1940 and now serves only those associated with the Institute.
Program	Pratt institute offers evening programs primarily for men and women who are employed during the day and are, therefore, unable to attend day classes. Baccalaureate programs are available in art and building science. Evening courses equivalent to the freshman year of the baccalaureate programs are available in the School of Engineering and Science. The School also offers an evening Special Transition Engineering Program (STEP) for mature students who have been away from formal study for some time and who wish to qualify for admission to the baccalaureate programs in engineering and science.

Program (Continued)

Conferences, institutes, seminars and other special programs for business and industry, including a two- to six week Art Studio Workshop for junior and senior high school students, are an integral part of events scheduled during the summer months.

The Division of General Studies is organized to develop, administer and teach courses in English, the humanities, and social science included in the Institute's professional curriculums. It is responsible for all instruction in English language and literature, comparative literature, the social studies, philosophy, psychology, military science and physical education.

The School of Continuing Professional Studies is an integrated unit which administers the baccalaureate degree programs in Fashion and in Food Science and Management, the evening baccalaureate program in Building Science, and the evening associate degree program in Building and Construction. In addition, the School offers practicing and professionals special courses, conferences, workshops, seminars and lectures in engineering and science, art, architecture, fashion, food science and management, library science and the liberal arts.

Tuition and Fees

per semester hour of credit	$52.00
non-credit courses vary from $80.00 - $160.00 per semester	
registration fee.	$ 5.00

Institutional Data

Classes:

Degree credit (undergraduate). . .	158
Non-credit	21
Total.	179

Registrations:

Degree credit (undergraduates)	2,841
non-credit	327
Total.	3,168

Students:

Male.	1,144
Female	51
Total	1,195

Institution	Rutgers, The State University of New Jersey The University Extension Division 33 College Avenue New Brunswick, New Jersey Area Code 201 CH7 - 1766
President	Mason Gross
A.E.Contact	Ernest McMahon
Background	Rutgers - The State University of New Jersey had it's origin in Queen's College, chartered by George III of Great Britain in 1766 in response to a petition of the Dutch settlers of New York and New Jersey. In 1825, the name was changed to Rutgers College in honor of Colonel Henry Rutgers "as a mark of respect for his character and in gratitude for his numerous services." In 1864 the New Jersey Legislature chose the Rutgers Scientific School to be the Land-Grant College of New Jersey. Curricula in agriculture, engineering and chemistry were organized and the College Farm was purchased by the Trustees as required by the Legislature. In 1880, the New Jersey Agricultural Experiment Station was established by the Legislature and was part of the agricultural education system of the State. In 1917 the Legislature granted the additional title of "The State University of New Jersey" to the Land-Grant College. Under this designation the New Jersey College for Women, now known as Douglass College, was established in 1918. The University Extension Division was organized at Rutgers in 1925 to provide a variety of educational services for the people of New Jersey who were not regularly enrolled students in the University. Beginning with an industrial training program, extension activities quickly branched into such fields as public safety and social work, as well as into the modest programs of credit courses in business administration, from which developed University College.
Program	Today, the University Extension Division serves about 20,000 persons per year with widely diverse fields of study as civil defense, continuing education in law, engineering, mursing, social work, management, government service, music, philosophy and data processing.

Program
(Continued)

The Extension Division conducts conferences, short courses, and special programs of instruction both on and off campus. Most of the work is designed to meet specific adult needs and does not carry college credit.

University College was established by action of the Board of Trustees in January 1934 to provide college credit courses for part-time adult students. Its first curricula were in the field of business administration, but it rapidly developed into a liberal arts college with a variety of majors in the humanities, sciences, and social studies, as well as three business majors in accounting, management and marketing.

The first centers were in Newark and New Brunswick with a total enrollment of 920 students. Since that time, University College has grown to its present six-office centers (additional ones in Camden, Jersey City and Paterson) and more than 7,500 students.

Academic direction of the University College program rests in the hands of a faculty of seventy full-time University appointees whose primary responsibility is the education of the adult student.

The primary purpose of the University Extension Division is to meet the continuing education needs of adults in New Jersey. In essence, this is accomplished by the dissemination of the results of the University's research and teaching among the many specialized groups and individuals throughout New Jersey.

In Service Programs:

1. The University will sponsor a program only when the education service cannot be given better by a non-university agency.

2. University sponsorship or cooperation will always involve related colleges, schools or departments.

3. Sponsorship will be accorded only to educational programs.

4. The University must play an active role in the planning and not merely provide facilities and prestige for a "pre-packaged" program.

Program (Continued)

5. The University will participate in the financial arrangements of the activity and normally will collect all income and make all disbursements.

The centers of the University Extension Division offer non-degree Certificate Programs for adults who, for various reasons, either cannot or do not want to pursue a degree program, but with practical and specialized training in specific fields. The programs normally are offered in the evening on a part-time basis so that employed persons may take advantage of them.

The following certificate programs are offered:

General Business
Management
Management Development
Hospital Management
Real Estate
Executive Secretarial Development
Industrial Supervision
Transportation and Traffic Management
Labour Unionism

The Urban Studies Center, John Bebout, Director.

Established under a Ford Foundation grant in 1961 to help the University relate to urban society, to help the State and its communities deal with urban problems and to contribute to the knowledge of urban life and to apply this knowledge to society.

Tuition and Fees

Extension course fees very considerably according to the course from $25.00 - $50.00 for 10 week course.

Institutional Data 1965/66

Classes:

Degree credit (undergraduate)	1,229
Non-credit	971
Total	2,200

Registrations:

Degree credit. (undergraduate)	30,589
Non-credit	35,028
Total	65,617

Students:

Male	26,072
Female	13,614
Total	39,686

Institutional
Data (Continued)

Conferences:

Degree credit	1
Non-credit	334
Total	335

Registrations:

Degree credit	21,588
Non-credit	9
Total	21,597

Total College Registrations: 87,214

Program
(Continued)

In 1965-66 General Studies, Data Processing and Banking, Insurance and Real Estate were added. At the same time, the College's Associate Degree Nursing program became one of the fewer than ten such programs in the country accredited by the National League for Nursing.

In 1966-67 enrollment will be 3,000 full time and 3,000 part-time - the faculty will grow to two hundred instructors and professional staff. A new curriculum in Police Science will be introduced, together with one-year certificate programs in Drafting and Secretarial Studies. Two new buildings will be under construction, the Baylon Student Center and the Huntington Library.

Institutional
Data

Registration October 1965 2517 part-time day and evening

Institution	Suffolk Community College (State University of New York) 533 College Road Seldon, New York Area Code 516 - 732-1600
President	Albert M. Ammerman
A.E. Contact	Darrell D. Hilliker Associate Dean of Instruction Evening Extension.
Background	Suffolk County, facing the pressure of rapidly increasing population and recognizing its responsibilities to its citizens, through its County Board of Supervisors created a Temporary Commission on Higher Education in 1957. It was the task of this group to survey the possibilities for development of higher educational facilities in the County. The College officially opened on October 3rd. 1960 with 171 students and a part-time enrollment of 335 students. For the first year, the College offered programs in Liberal Arts, Business Administrations and Secretarial Science, and occupied temporary facilities at Sechem Junior-Senior High School in Ronkonkoma, New York as well as part-time facilities at Riverhead High School in Riverhead. In February 1961, the Board of Supervisors of Suffolk County made available to the College for its permanent campus a 130-acre site in Seldon. The Board of Trustees of the State University of New York approved this site as a permanent campus and matched the appraisal value of the property with capital funds. With these funds renovation and conversion of six buildings on the campus site were undertaken, and the equipment obtained. In August 1961, the College moved to its permanent campus. It opened its second year with 615 full-time and 835 part-time students enrolled.
Program	New curriculums in Engineering and Electrical Technology, and Mechanical Technology were added and in 1964 Nursing, Accounting, and Retail Business Management and Marine Technology.

Institution

Sarah Lawrence College
Center for Continuing Education
and Community Studies
Sarah Lawrence College
Bronxville, N.Y.
Area Code 914 DE 7-0700

President

Mrs. Esther Raushenbush

A.E. Contact

B. J. Loewenberg, Director

Background

In 1952 Sarah Lawrence College established special courses open to women who had left the College before graduation and who wished to complete their work for the Bachelor of Arts degree. Ten years later the College received a grant from the Carnegie Corporation to establish a Center for Continuing Education available to women of all colleges. At the same time an anonymous gift enabled the College to provide special quarters for the Center which opened in 1962 under the direction of Mrs. Esther Raushenbush, a member of the literature faculty of the College and formerly its Dean.

The Center has three functions: to maintain a consultation service for women considering a return to study after an absence of some years; to conduct a program of courses for women whose college study was interrupted and who wish to complete the Bachelor of Arts degree at Sarah Lawrence College; and to engage in research relating to these programs.

In 1964 the Carnegie Corporation awarded the College a second grant to maintain the original functions of the Center and to explore possibilities for developing graduate professional programs in cooperation with other colleges and universities. In response to existing needs in Westchester County, three such programs have been developed.

In 1965 Mrs. Raushenbush became President of Sarah Lawrence College and Bert James Loewenberg, a member of the history faculty, became Director of the Center.

Program

Late in 1965 The Institute for Community Studies was organized as part of the Center, reflecting the continuing interest of the College in the life of the Westchester area. The Institute carries out research projects and develops programs in cooperation with local agencies in a wide variety of community activities.

Program
(Continued)

The Pratt Institute - Sarah Lawrence College Graduate Library Program:

The need for trained librarians in public libraries, in special libraries and in school libraries was clarified by a survey conducted in 1965 by the Center under a special grant from the Joseph K. Fels Foundation. The Westchester Library Association actively assisted in making this survey. Pratt Institute agreed to offer graduate courses in Westchester beginning in February of 1966 in cooperation with the Center and the Library Association.

The New York University - Sarah Lawrence College Graduate Program In Social Work:

An apparent shortage of trained professional social workers in Westchester, and a sizeable number of women interested in preparing to enter this field, led the Center to consider educational needs in the field of social work. Most educational programs in social work require full-time study, a factor tending to exclude many women otherwise ready to undertake professional training. The Center encouraged the New York University Graduate School of Social Work to consider the problem while at the same time adding its support to a community-sponsored survey to elicit the extent of the need and the feasability of offering a special part-time program in Westchester.

The New York University Graduate School of Social Work now conducts an experimental professional program for women in Westchester. The course of study leads to the Master of Social Work degree. Cooperating in this program are a Professional Advisory Committee, representing social agencies in the County, and the Center at Sarah Lawrence College. Study is on an extended basis and requires four years of part-time work.

The New York University - Sarah Lawrence College Graduate Program in Early Childhood and Elementary Education:

The consultation service found that many able women desired to prepared for teaching in public elementary schools and that there was a need in Westchester for elementary teachers. The Center suggested an experimental program to The New York University School of Education which, with the cooperation of the Center and Greenburgh School District #8, began such a program in the fall of 1963. The sequence and mode of study, continually changed and improved, now prepares students for partici-

Program
(Continued)

Courses in community studies will be open to candidates for Sarah Lawrence degrees, and investigations sponsored by the Institute will provide varied opportunities for field work and individual student research.

The Consultation Service:
The consultation service at the Center provides educational information about undergraduate and graduate programs offered by colleges and universities in Winchester County, lower Connecticut, New Jersey, Long Island and the City of New York.

The service is available to women who have completed some college work in the liberal arts and who interrupted their study at least five years ago.

The Sarah Lawrence Undergraduate Program:

Sarah Lawrence College stresses education in the liberal arts, including the social sciences, history and philosophy, the natural sciences and mathematics, literature and modern languages, and the arts. Preparation for work with young children is available. With careful planning a student may satisfy some of the requirements for teaching in nursery and elementary schools. Any student who intends to become a candidate for the Sarah Lawrence Bachelor of Arts degree studies first at the Center for Continuing Education. Three different courses are offered at the Center for Continuing Education.

The Sarah Lawrence College Graduate Studies Program:

Sarah Lawrence College offers a Master's Degree in the liberal arts. A graduate program can be arranged when faculty are available in the field in which the candidate wishes to study. In the past, graduate programs have been arranged in English, literature, philosophy, history, sociology and community studies, psychology, American studies, dance, music, theater arts and child development.

Each graduate student is enrolled in senior level courses or special conference courses. Every student has regular tutorial conferences with each teacher, as well as with a principal teacher who supervises her work and under whose direction she writes a Master's essay or completes a culminating project if she is working in such fields as dance, music or theater.

Program (Continued)

pation in nursery programs such as "Head Start" as well as for teaching in kindergartens and grades one through six. This is a three-year part-time program leading to the degree of Master of Science in Education which is conducted for the most part in Westchester during the regular public school day. A group of seventeen women begin study each fall.
A fifth group will enter in the fall of 1967.

Study is based on a background in the liberal arts; no previous study in professional education courses is required. Women whose liberal arts background may need strengthening may consult the Center about ways of making up such deficiencies before starting the program.

Institutional Data

not available

Institution

Seton Hall University
40 Clinton Street
Newark, New Jersey 07102
Area Code 201 - MI2-8500

President

Rev. John O. Dougherty

A.E.Contact

Rev. John E. O'Brien, Executive Dean of the Evening Session, Newark

Background

University College at Newark:

Established in 1937 to provide degree and non-degree courses in day-time and evening sessions. Courses offered by the instructional staff of the College of Arts and Sciences, School of Education, School of Business Administration and School of Nursing.

Program

The Division of General Studies offers non-credit courses to meet the cultural and vocational needs of adults

Patterson College:

Day or evening degree programs leading to A.B.- Liberal Art, B.S. - Business Administration, B.S. - Elementary and Secondary Education.

Undergraduate Evening Programs:

Undergraduate courses in the evening on Saturday offered by the College of Art and Science and the School of Business Administration.

Tuition and Fees

All evening undergraduate students.

Tuition per credit (except nursing)	$30.00
Nursing courses per credit	.$32.00
General gee for admission	.$10.00
University fee (South Orange only) . .	.$10.00
Registration fee (Newark and Paterson) . .	.$ 5.00

Institutional Data 1965/66

Classes:

Degree Credit (undergraduate). . . .	.551
Non-credit	. 17
Total	.568

Institutional Data (Continued)

Registrations:

Degree credit (undergraduate)	4,937
Non-credit	162
Total	5,099

Students:

Male	2,006
Female	3,093
Total	5,099

Institution	Westchester Community College (State University of New York) 75 Grasslands Road Valhalla, N.Y. Area Code 914 WH6 -1616
President	Philip C. Mortin
A.E.Contact	Allen Fales - Director, Evening Division
Background	Westchester Community College was founded in 1947 as an Institute of Applied Art and Sciences in a section of an old junior High School in White Plains. In 1957 the Hartford Estate was acquired and a major expansion and building program initiated. The College is sponsored by Westchester County and receives its support from the State of New York and from tuition fees. In 1961 the Engineering Technology building was completed - further expansion is now in progress.
Program	The Evening Division provides courses and programs comparable to those offered in the day divisions on a part-time basis. Degree programs and options are available in Liberal Arts and Sciences, Engineering Science, Police Science, Correction Administration, Business and Clerical, Civil and Electrical and Mechanical Technologies. Also provides non-degree credit courses or programs of a post high school nature as needed by the community and given on request as available.
Tuition and Fees	Part-time students- Westchester residents $5.00 per credit per semester. Out-of Westchester residents $10.00 per credit per semester. Special courses - $11.00 per clock hour.
Institutional Data	Registration October 1965 2533 part time, day and evening

2. SPECIAL PROGRAMS DIRECTED TOWARDS WOMEN

NEW JERSEY Fairleigh Dickinson University (Madison)

Operates Referral to Employment, Academic, and Community Services Opportunities for Housewives (REACH) - a liaison service between adult women and educational institutions, placement agencies, potential employers, and community groups. Permits adult women on all three campuses (Rutherford, Teaneck, and Madison) to enroll in credit courses on a part-time basis. Also, offers noncredit courses that prepare women for specific vocations such as library work.

Rutgers, The State University (New Brunswick)

Conducts a Retraining Program in Mathematics and Science that offers morning and early afternoon courses in the review and updating of mathematics and science, the teaching of the new mathematics, computer programming and statistics. The program, which includes professional counseling and guidance in job placement, is geared specially to the needs of housewives who wish to prepare for teaching or for mathematical work in industry.

NEW YORK Bank Street College of Education (New York)

Offers a graduate program in teacher education that permits adult women to adapt their study schedules to home responsibilities and that enables qualified students to engage in supervised teaching with full-time pay after their first semester. Also offers a program in school guidance leading to a master's degree or to an advanced professional diploma.

Barnard College (New York)

Does not charge tuition to its alumnae who return to take any of the regular courses offered. Sponsors the Barnard College Workshop for Community Service, which is open to women who have attended any accredited college. The workshop provides weekly sessions giving information about occupational fields and guidance in entering or re-entering the labour market.

City College (New York)

Conducted, during the summer of 1966, in cooperation with the Board of Education of the City of New York, a tuition free intensified study program that enabled college graduates to prepare for teaching in the New York City public school system.

NEW YORK
(Continued) C.W. Post College of Long Island University (Brookville, Long Island)

Provides individual counseling, program planning assistance, and classes scheduled at hours convenient for adult women in degree and non-degree courses, including special sections of English, philosophy, mathematics, art, and physical education.

Hofstra University (Hempstead, Long Island)

Offers each year two 10-week workshops, Career Horizons for Women, which provide women who have had some college education such services as group guidance and counselling as well as information about educational and employment opportunities and about the world of work in relation to family responsibilities and individual needs. Permits adult women to attend daytime classes as part-time students. Also offers a new course in social science research techniques to women who are at least 25 years of age, have at least 2 years of college, and are members of a non-profit civic organization.

New School for Social Research (New York)

Offers, through its Human Relations Center, a day-time program for adults, including multi-disciplinary courses in psychology, sociology, philosophy, history, current affairs, and ethics. Program includes non-credit courses in Planning for Work and Study and in Volunteer Training for subprofessional assistants. A certificate program is also available for those who wish to re-furbish skills in academic fields and in self-discipline.

New York Medical College (New York)

Conducts an approved psychiatric residency for married women medical doctors, in which their work and study schedules and residence requirements are adjusted to their home needs. This training program will make the candidate eligible to take examinations leading to certification by the American Board of Psychiatry and Neurology.

New York University (New York)

Offers such courses as Career Planning for Women and the Womens Law Class. Operates in White Plains Center, Westchester County, a part-time day-time program especially for women that leads to a master's degree in social work or in early childhood and elementary education. Also Counselling Service to advise any woman who requests help in finding right adult education program to suit her particular needs at any college,university or other agency in the area.

NEW YORK
(continued) St. Joseph's College for Women (New York)

Conducts a Program for Continuing Education that permits adult women to enroll in a part-time study program for credit courses.

Sarah Lawrence College (Bronxville)

Operates the Center for Continuing Education and Community Studies that provides educational counseling and coordinates (1) special courses and part-time study program for women who left college before graduation, (2) a graduate studies program designed on an individual basis and leading to a master's degree, and (3) part-time study programs, arranged with co-operating institutions and located initially in Westchester County, and leading to a master's degree in social work, library science, or early childhood and elementary education.

State University Agricultural and Technical College (Farmingdale, Long Island)

Conducts a 15-session non-credit workshop - Gateway to Careers - that provides adult women with information about opportunities for continuing education, employment, and volunteer work. The course helps women appraise their aptitudes and abilities, re-establish self confidence, and learn job-search techniques. Other special offerings for women include a refresher program to prepare inactive registered nurses for active service, a school lunch workshop for women entering or engaged in school food services, a secretarial workshop, and a "gericare-aide" training program. Counseling services are also provided.

New York State Guidance Center for Women.
12 Cambell Avenue, Suffern. An agency of Rockville Community Center.

Counselling service is available to all women, whatever the extent or lack of previous education and whatever their future aspirations. Both individual and small group counselling with no fee. Testing services are available according to the individual needs at $2.00 a test if the client can afford to pay. Career information programs broadcast weekly over a local radio station and listeners can write or telephone questions. Workshops in group leadership offered on request, limited to 12 people per workshop and approximately 10 week each.

NEW YORK
(Continued) Women's Training Corps Inc.
346 Broadway, New York 10013

Non University and specifically for women of low income in New York City.

Program aims to train women with high motivation for employment but with limited skills and job opportunities to serve in specialized assistant positions in community service. Also defines and identifies areas of employment for trained non professional women with the prospect of opening up new job opportunities in the community service field.

Training begins with 6 weeks of general orientation in the operation of the Health, Welfare and Education Departments of New York City Community Service and is followed by 4 - 8 months of work training in the field. In the later weeks of work training co-operating agencies share the cost of compensating trainee workers.

Approximately 120 trainees recruited annually - no educational standard except ability to read and write. Women who are unemployed or have a low income are eligiable to apply.

Approximately 30 co-orditor-trainees are recruited annually and receive orientation for guiding and instructing the trainees from admission into the program through to the final phase of work training. Trainees receive a training allowance of $2.00 per hour. Trainers receive $4.00 per hour.

3. LIST OF PROJECTS FUNDED UNDER TITLE I NEW YORK STATE 1966

1. State University of New York, Albany — Research Foundation. Seminars involving faculty, business government, labor on community problems. $5,000.
2. Columbia University, College of Pharmacy. Public education on drug dangers, involving training pharmacists as speakers, displayers, etc. $30,000 (estimated needs for 1 year - maximum funding period).
3. Columbia University, School of General Studies. Train specialists in intergroup relations. $35,000.
4. New School for Social Research. Train Brooklyn and Manhattan Regional Planning Boards. $6,290.
5. City University of New York, Hunter College School of Social Work. Train anti-poverty program leaders. $10,000.
6. Mount Saint Mary College. Seminars to create ethnic understanding in Newburgh. $10,000.
7. Suffolk Community College. Stimulate interest in college and remedial help to noncollege directed high school graduates in evening part-time. $14,748.
8. Fordham University. Train 100 laymen to do retirement counseling in labor, management, church, community center, etc. $19,604.
9. State University of New York, Buffalo — Millard Fillmore College. Four Buffalo colleges cooperate to establish community seminars in urban extension center. $30,000.
10. Bank Street College of Education. Make training films on critical decisions facing teenagers to use in training community agency workers, parents, predelinquents, and delinquents. $30,747.
11. Hofstra University, University College, Institute for Community Education. Train women as social research technicians to assist various nonprofit organizations paid or voluntary. $24,336.
12. Barnard College. A Barnard College Workshop for Community Service — to attract and orient unused women to work, paid or voluntary, in community agencies. $15,000.
13. New York State School of Industrial and Labor Relations, Cornell. Program to develop understanding of labor-management relations by local and state public employees and employers. $67,030.

14. City University of New York, New York City Community College. Establish curriculum to train building inspectors. $49,527.

15. Westchester Community College. Establish fireman training. $8,000.

16. State University of New York, Agricultural and Technical College Cobleskill. Small business administration course. $3,475.

17. New School for Social Research. Television series on New York City government. $17,410.

18. Syracuse University, University College, A--residential seminars for New York State municipal officials, $25,000. B--seminars for Syracuse officials and community leaders, $58,000.

19. NYU, DGE. Civil Liberties, Civil Disobedience, and Criminal Prosecution -- discussion groups. $19,928.

20. NYU, DGE. Harlem Discussion Groups. $28,455.

4. SPECIAL DEGREE PROGRAMS:

BROOKLYN COLLEGE
BACHELOR OF ARTS - SCHOOL OF GENERAL STUDIES

Provides a baccalaureate program for a limited number of adults with extensive and successful life experience, wide reading, demonstrated intellectual capacity, and socially useful motivation. These individuals (1) may enroll in a sequence of required Basic Tutorial Seminars in lieu of earning 43 to 71 hours of credit in prescribed courses required for the regular baccalaureate in liberal arts; (2) may earn college credit through a program of evaluation of adult achievement and independent study which can be equated for existing elective courses; and (3) may enroll in a sequence of Advanced Tutorial Seminars in lieu of enrollment in regular elective courses.

Admission

Age, preferably over 30, academic potential and intellectual ability, rich life experience, stability of personality and ability to pay fees.

Program

Degree requires satisfactory completion of 128 credit hours of classroom work.

Satisfactory completion of Basic Tutorial Seminars (equal to 56 credit hours of regular course work and satisfying all prescribed courses for the Bachelor of Arts degree): Seminars in the Humanities, Communications, Social Science and Natural Science - Mathematics.

A Basic Seminar carrying eight hours of credit per semester meets seven hours per week, three and one-half hours each of two nights per week, and requires sixteen hours of supervised study per week. Seminars are usually limited to from twenty to twenty-five students, and require extensive independent reading supplemented by visits to museums, plays, concerts, public buildings, and other cultural centers.

Fees

Brooklyn is a municipal, tax-supported institution. For those students who meet the legal requirements of citizenship and residence in New York City and who are classified as matriculated for the baccalaureate degree, tuition is free.

Brooklyn College
(Cont.)

Fees (Cont.)

Persons admitted to the Special Baccalaureate Degree Program for Adults are assessed a schedule of fees for the special services afforded them as follows:

Tutorial Service (individual or group)	$20.00 per credit
Independent Reading (preliminary conference plus examination and certification)	$20.00 per credit
Initial Counseling Interview for Admission	$10.00
Diagnostic Tests	$ 7.50 each
Evaluation of Experience	$50.00

Tuition fees are not charged for credits granted for experience equivalence.

Instituted

1954 with a grant from the Center for the Study of Liberal Education for Adults which was repeated the following year. ($15,000)

QUEENS COLLEGE
BACHELOR OF ARTS

SCHOOL OF GENERAL STUDIES

The Adult Continuing Education (ACE) Program provides an opportunity for a limited number of carefully selected adults to matriculate for the baccalaureate degree with advanced standing. The foundation of the ACE Program is a special series of interdisciplinary seminars in the arts, sciences, and social sciences. Successful completion of this series of seminars, together with courses in an approved foreign language program constitute from one-third to one-half of the work for the degree. The remaining number of credits required are distributed between the student's chosen field of concentration and grouped elective courses.

In order to take advantage of adult experience and to accelerate progress toward the degree, the basic seminars of the ACE Program provide maximum opportunities for independent learning. Exceptionally well-qualified students are encouranged to accelerate their progress toward the baccalaureate degree by means of exemption examinations, equivalency credit for demonstrated achievement, and through faculty-supervised independent study.

Admission

Preferably over 30, persons who have had no formal education beyond high school and who wish to embark on a program of college studies at the adult level of interests and maturity, and adults who have attended college before but who have withdrawn for other than academic reasons. On the basis of diagnostic tests, counseling interviews, and evaluation of prior academic records, each applicant assisted in planning a program of studies suited to his individual needs and capacities.

Program

The ACE Seminars are small classes of approximately fifteen students meeting once or twice a week with a panel of faculty members. There are occasional lectures, extensive assigned reading materials, and research projects. The students of the seminars are frequently called upon to submit oral and written reports, evaluations, and analysis based on the materials under investigation and prepared under faculty guidance.

Queens College (Cont.)

	These reports and papers become the focal points for seminar discussions. The purpose of seminars is to develop the skills necessary for the conduct of independent study in the different areas of the liberal arts curriculum. Successful completion of the seminars qualify the student for matriculation and is the equivalent of the "prescribed program" for the baccalaureate.
Fees	Students entering the ACE Program begin as non-matriculated students and normally earn matriculation on completion of the basic seminars (or their equivalent in advanced standing credits from other colleges). This will take four ACE Seminars. Applicants with advanced standing equivalent to the thirty-six credits of the ACE Seminars and who meet the other qualifications for matriculation will be urged to do so at the time of application.
Instituted	1963

NEW YORK UNIVERSITY ASSOCIATE IN ARTS - SCHOOL OF CONTINUING EDUCATION.

Provides a clearly defined, part-time, evening program of general, liberal education designed to extend over a period of four years and culminating in a terminal degree which will be the equivalent of two years of full-time study. (64 college credits).

The program calls for a student to attend two classes a night for two nights a week, to participate in a minimum number of residential weekends during the four-year period, and to attend a Monthly Colloquium.

There are no "elective courses" although the student may enroll in foreign languages courses in the Saturday School of Languages without additional tuition fees to assist himself to demonstrate a good reading knowledge of a foreign language, a requirement for completing the degree. The student may also take without charge non-credit courses which may help to remedy a weakness revealed while being enrolled in the Associate in Arts degree classes.

Admission

Adults, over 21, who have completed an approved secondary school curriculum or the equivalent (Equivalency Diploma). Successful completion of an examination in written expression, a special Adult Admissions Test - a measure of intellectual maturity and aptitudes, and a formal interview.

Program

Degree requires successful completion of the prescribed program of courses and participation in the Monthly Colloquium for all students and teachers, and in at least four Week-ends in Residence, one weekend per school year. The student must also demonstrate through examination a good reading knowledge of a foreign language.

Fees

Current schedule of student fees: $50.00 per credit. The program is designed to provide eight credit hours of course work per semester.

In addition, a University fee of $20.00 per semester is assessed all New York University students.

Fees (Cont.)

To help the adult student pay the tuition fee for the Associate in Arts Degree, The University cooperates in making available (1) a loan plan by which a loan may be obtained and repaid over a long period of time at low cost, or (2) a deferred payment plan by which tuition is paid in installments over the entire school year. There is also available to students in the Associate in Arts program a limited number of partial scholarships.

ASSOCIATE IN APPLIED SCIENCE.

Designed to meet the need of many adults for a well defined part time evening program of business education. The program combines a basic group of liberal arts courses, a basic group of professional business courses and specialized business courses to prepare the student for work in a particular field. Admission, program requirements and fees same as above.

NEW SCHOOL FOR SOCIAL RESEARCH
BACHELOR OF ARTS THE SENIOR COLLEGE

Provides men and women who have previously matriculated on the college level with an opportunity to complete their undergraduate work in an "adult-centered" institution. Convinced that the capacity to learn is enhanced by maturity, experience, and responsibility, The Senior College takes it for granted that adults assume genuine personal responsibility for their educational development. The curricula, therefore, places emphasis on rigorous thinking, self-understanding, and independent study. Major programs of study are available in the fields of philosophy, psychology, literature, history, political science, sociology, and economics. Special concentration is available in such areas as Russian and East European Studies, American Studies, and The Study of the United Nations.

Admission

In certain field of study, the formal course requirements may be waived upon successful completion of equivalency comprehesive examinations. During the term when a student is scheduled to graduate, the student must be enrolled and attend the Senior College Colloquium. Applicants must present a minimum of fifty credits earned at an accredited institution other than The New School for Social Research. All applicants are required to take the aptitude section of the Graduate Record Examination and all applicants are advised to arrange for a personal interview at The New School's Office of Educational Advising.

Program

Degree requires 120 credits, including at least 24 in a major, with a grade average of not less than a C+ (2.50) for those courses taken at The New School: A minimum of thirty credits must be earned at The New School: Successful completion of an approved program of study. No grade lower than a C (2.00) earned in a major field may be counted toward fulfilling the credit requirements for the major. All students in the Bachelor of Arts program may qualify for the Honors students substitute an Honors Thesis, written under the supervision of a member of the faculty, for nine credits of work in their major field.

Program (Cont.)	They present and defend the thesis at the Senior College Colloquium and receive a special citation to this effect on their diploma when they graduate.
Fees	Full and partial scholarships are available to qualified students, including annual stipends awarded under the New York State Scholar Incentive Program, otherwise $50.00 per credit.
MASTER OF LIBERAL ARTS	see page 52.

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